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INVENTORY OF PROJECTS AND ACTIVITIES IN READING AND ENGLISH.

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PROGRAMS, PROJECTS, AND ACTIVITIES DESIGNED TO EVALUATE AND TO IMPROVE THE TEACHING OF READING AND ENGLISH IN SCHOOLS AND COLLEGES ARE DESCRIBED BRIEFLY. THE DESCRIPTIONS OF PROGRAMS ARE ARRANGED BY STATE AND BY LEVEL OF INSTRUCTION. THE NAMES AND AFFILIATIONS OF RESPONSIBLE PERSONNEL ARE INDICATED CLEARLY. THE INVENTORY INCLUDES INFORMATION ON THE FOLLOWING KINDS OF ACTIVITIES--(1) ACTION PROGRAMS TO EXPLOIT ADVANCES IN LINGUISTIC SCIENCE AND RELATED FIELDS, (2) PROJECTS AND ACTIVITIES TO EXPLORE WAYS OF HANDLING THE SPECIAL LANGUAGE PROBLEMS OF SPEAKERS OF NONSTANDARD VARIETIES OF ENGLISH, (3) SCHOOL-BASED COMPARATIVE EXPERIMENTS, (4) STUDIES OF LANGUAGE ARTS AND ENGLISH CURRICULA WITH A VIEW TO MODIFICATION OR REVISION, (5) PROJECTS TO PREPARE NEW TEACHING MATERIALS AND/OR TESTS, (6) PROJECTS TO EXPLOIT AUDIOVISUAL AIDS, AND (7) SCHOLARLY RESEARCH DIRECTLY RELATED TO ANY OF THE ABOVE. PROJECTS INCLUDED WERE NOT COMPLETED PRIOR TO AUGUST 1965. (RH)

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INVENTORY OF PROJECTS AND ACTIVITIES IN READING AND ENGLISH

Number 1

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Inventory of Projects and Activities in Reading and English

PREFACE

Present national efforts toward curricular reform include many programs, projects and activities designed to evaluate or to improve the teaching of reading and the teaching of English in schools and colleges. It is rapidly becoming extremely difficult for interested teachers, administrators and scholars to be aware of such activities even in their own community or state, let alone in the country at large. Yet the need to consult with others who have similar interests, for formal and informal exchange of ideas, particularly with personnel at nearby institutions, is very great. This first Inventory of Projects and Activities in Reading and English has been assembled with these needs especially in mind.

> Descriptions of programs, projects, and activities are therefore arranged by state and by level of instruction, with the names and affiliations of responsible personnel clearly indicated. An asterisk (*) before a name indicates that the work is being performed as part of the requirements for an advanced degree.

The Inventory is based almost exclusively upon replies to letters of enquiry which solicited information on activities of the following rough and partially overlapping types: (1) action programs seeking to exploit advances in linguistic science and related fields; (2) projects and activities seeking to explore ways of handling the special language problems of speakers of non-standard varieties of English; (3) school-based comparative experiments; (4) studies of Language Arts and English curricula with a view to modification or revision; (5) projects to prepare new teaching materials and/or tests; (6) projects to exploit audio-visual aids; (7) scholarly research directly related to any of the above. Projects included had not been completed prior to August 1965. Any opinions or preferences implicit in the wording of the individual project descriptions are those of the investigator, and do not constitute recommendations of the Center for Applied Linguistics.

An information gathering and disseminating project is entirely dependent on its sources. Requests for information reach busy people, who for countless reasons cannot always respond with the dispatch and thoroughness they themselves might wish. An initial inventory such as this, particularly of <u>current</u> activities, must therefore inevitably be fragmentary. The scant representation of certain states probably does not correspond to reality in any consistent way. It is hoped that future supplements, planned to appear at regular intervals, will reflect the most extensive coverage that teachers, administrators and scholars must provide if a continuing Inventory of Projects and Activities in Reading and English is to be useful.

Your comments, suggestions, and contributions are earnestly solicited. An information sheet is enclosed for your convenience in reporting new projects and other current activities you know to have been omitted from the Inventory.

Alfred S. Hayes
Sally Babylon
Joy Varley
Education and Research Program, Center for Applied Linguistics.

ALABAMA

College

A study of the standard dialect of Negro college students.

Tuskegee Institute, Tuskegee. Lawrence Caroline (Univ. of Michigan): USOE support. Current, fall 1965.

The goal of this proposal is to produce preliminary evidence of the feasibility of teaching a standard dialect of English to students at Negro colleges in the South, using second language techniques. It is thought that a thorough phonetic, phonemic, grammatical, and syntactic contrastive analysis with the standard dialect of English will yield the principal differences. Programmed materials for teaching could then be prepared with emphasis on major areas of difference. The Center for Research on Language and Language Behavior of the University of Michigan is cooperating with Nelson Francis's Tougaloo, Mississippi, project, and is working with the Tuskegee Institute in Alabama.

Secondary school English: a graduate seminar emphasizing a linguistic approach to the teaching of the 'new English'.

University of Alabama, College of Education, University, Ala. Dorothea Grace Rockants. State support. Current, summer, 1965.

The course places an emphasis on the importance of linguistics in the approach to the 'new English' and its implications for teaching materials in all phases of the English program. The text used is English Today and Tomorrow, by Hans P. Guth.

ALASKA

Secondary

Pilot program in English IV: team teaching with an eclectic curriculum plan

West High School, Anchorage. L.D. Wells, G.Hamilton, G. Moore, R. Peck. Local support. 1964-66.

The purpose of the program is to improve the teaching of English at the senior level college preparatory course, in particular to give more than lip service to the goal of individual attention to individual needs. The program is in the second year of experimentation and has reached the point where it offers a well-structured and unified course of study. The team teachers are using a number of curriculum programs as a base for their plan; however, they have made most use of Dr. Diederich's (Educational Testing Service) plan and of an adaptation of a plan outlined by Mrs. Peggy R. Meissel in the English Journal, a plan developed for the English curriculum of the Wheatley School, Old Westbury, N.Y.

Individual differences in the reading process of 9th grade retarded readers.

_____, *Harold C. Cafone. University support. Sept. 1964-June 1966.

The goal of this study is to explore the reading processes of 9th grade retarded readers by analysis of responses to reading exercises and of introspective and retrospective reports obtained in interviews.

Exploration of the self-concept of retarded readers in relation to reading achievement.

_____, *F. K. Schwyhart. University support. Sept. 1964-June 1967.

The purpose of this project is that of studying the self-concept of 35-40 ninth grade retarded readers; their initial self-concepts and any changes from a negative to a more positive self-concept during their participation in a reading improvement program.

The influence of reading on the attitudes, concepts, and behavior of 11th grade students.

_____, *Fehl Shirley. University support. Sept. 1964-June 1966.

A modified critical incident technique will be used to collect data from students in grade 11, ages 15-18, in high, average, and low groups. The Otis Quick-Scoring Mental Ability Test and the California Reading Test will be used as measures of the students' mental ability and reading achievement.

College

The reading process of college freshmen.

_____, *Charles Ingram. University support. Feb. 1965-Sept. 1966.

The goals of the project are to ascertain the processes that freshmen students use in reading in general and in reading a specific selection, to relate their reading processes to intelligence, general reading ability, comprehension of the specific selection, and to study the dynamics of the reading processes characteristic of superior, average, and inferior readers.

CALIFORNIA

Elementary

Basic skills project-remedial language and reading.

Alum Rock Union Elementary School District, San Jose. Walter J. Symons, Gary B. Goodpasture. Economic Opportunities Commission of Santa Clara Co. support. Current, 1965-66.

The project involves small group instruction centered around language-related experiences and reading subskills. Children showing greatest discrepancy between ability and achievement are selected for instruction.

A pilot program designed to create broad spectrum reading materials.

California State College, Los Angeles. Rexford Bolling. No formal support. Current, 1965-66.

The object was to develop clinical and classroom materials designed to improve the perceptual performance of children, thus facilitating the acquisition of an experimental accumulation.

A comparison of three approaches to the teaching of reading - a longitudinal study.

Chico State College, Chico. Aymer J. Hamilton Elementary Laboratory School. S. W. Shnayer, T. Blewett, D. D. Beiderman. Local support. Current, winter 1966.

This comparative study utilized a modified basal reader, i.t.a., and linguistic materials with three successive 1st grade classes, each taught by the same teacher, and followed for six years. Analysis of data is concerned with factors related to learning by each method. Individual case analysis rather than just gross group comparisons will be utilized.

Stanford project in computer-based instruction in initial reading.

Stanford University, Stanford. Institute for Mathematical Studies in the Social Sciences. Duncan Hansen, Theodore S. Rogers. US Gov. support. Current, fall 1965-winter 1966.

The main purpose of this study is the development of the most simple but adequate learning model for initial reading. Using results of investigations into phonotactics of English, the investigators formulated the "Vocalic Center Group", a psycholinguistic unit for initial reading which acquires its name from its integration of phonemic elements into a minimal pronunciation unit. After investigating an implicit assumption regarding rehearsal and reading performance, the investigators used an analysis of the reading errors of 5-yr. old children to formulate a set of programmatic steps specifying a processing system and an information flow to simulate an initial reading performance. In their research the authors further illustrate how the VCG-like units provide some hypotheses about constructing and sequencing a beginning reading curriculum.
The authors have been and are preparing reading lesson materials that are designed to evaluate the hypotheses derived from the VCG conceptualization and the set of programmatic steps. The experimental work will take place within the confines of a computer-based instructional system.

Glenn County Secondary Workshops in English.

Glenn County Secondary Schools, Willows. Ruth N. Straley, Wayne Harsh (Univ. of Calif. at Davis). USOE and local support. Current, academic year 1965-66.

The series of workshops are designed to show the application of recent studies in language to the teaching of composition in the secondary English classes.

The effect of certain instructional techniques and procedures on improving written expression in grades K-12.

Sacramento County Superintendent of Schools Office, Sacramento. Ursula Hogan, Helen Quintero. Local support. 1964-66.

The plan for the research was to make 1964-65 an exploratory year, frequent consultations with teachers and the sharing of ideas providing the bases for the continuation in 1965-66. The results of the two years study will be compiled in a publication and made available to other districts for field testing in 1966-67.

Substrata-factor changes accompanying development of general reading ability at the elementary school level.

University of California, Dept. of Education, Riverside. Harry Singer. HEW support. Feb. 1963-Jan. 1965. Final report due summer, 1965.

The substrata-factor theory of reading asserts that as an individual learns to read, he sequentially develops a mental structure that is complexly interwoven and functionally organized in at least three hierarchical levels. The objectives of his present investigation are: (1) Development of general reading ability is accompanied by systematic changes in the magnitude of substrata elements and/or reorganization of the working-systems mobilized for power and speed of reading (2) individuals in the intermediate grades are at a transitional state of development in the kinesthetic-auditory-visual gradient shift sequence. During the upper elementary grades, psychoeducational factors interact with the maturing physiological substrata to result in a shift in dominance in the individual's working system from an auditory to a visual modality. A battery of 36 variables will be administered to representative samples. The data will be analyzed to permit comparisons across the grades in order to infer whether the hypotheses are tenable.

Elementary and Secondary

Reading improvement.

East Whittier City School District, Whittier. Alton C. Wagner, Marjorie Monson. USOE support. Current, academic year 1965-66.

The project was organized in the following way: Children in grades 2-8 were identified through testing in an effort to locate children with reading difficulties (children must have ability to achieve on grade level but are functioning two or more years below grade level). In buildings where a place was available and where a teacher could be released (through plattooning, etc.) groups of pupils have been grouped for special instruction for one period a day; only six buildings could qualify for the program in its first year. These special classrooms have been equipped with special teaching equipment and materials through NDEA Title III.

Research in clinical techniques and establishment of pilot programs to improve reading disability for educationally and neurologically handicapped children.

Hayward/San Lorenzo School Districts. M. Bartch (Alameda Co. School Office), C. Lewis, J. Whiteford, D. Cravens. Local, OEO, and USOE support. 1965-67.

The goal of this program is to assist two large unified districts to establish pilot reading clinics for children who are two or more years below grade level to: (1) improve students' proficiency in other areas of the curriculum by increasing their reading ability, (2) provide remedial reading for children in districts where the teachers are not now adequately trained in remedial reading techniques, (3) reduce the number of school failures by providing specialized training in reading for children who are unable to profit from most school subjects because of lack of their ability to read. The methods by which these goals are to be obtained are to: (1) work with selected personnel in two large unified school districts to maintain pilot reading centers for the improvement of reading disability, (2) determine which methods and techniques are most appropriate for the remediation of specific reading disabilities, (3) provide in-service training of local school district personnel in the remediation of reading difficulties.

A framework for English instruction and curriculum for grades K-12.

State Department of Education, Sacramento. Bureau of Secondary Education. Everett V. O'Rourke. State support. June 1964-May 1967.

The State Board of Education has inaugurated a major state-wide English project in California. At the request of the State Curriculum Commission the State Borad of Education appointed a State Advisory Committee for an English Framework in June, 1964. The task assigned to the committee is the preparation of a "Framework for English Instruction and Curriculum for Grades Kindergarten through Twelve". During the first year efforts will have been directed toward the following objectives of the advisory committee: (1) becoming familiar with many of the English projects being conducted in various locations throughout the country in connection with Project English, a national research and

demonstration program sponsored by USOE, (2) developing ways of communicating with groups of teachers and school curriculum supervisors concerning their ideas as to the strengths and weaknesses of present English programs and as to ways in which such programs can be improved with special reference to the manner in which a state-level committee can be of most service, (3) developing preliminary position statements in each of the three major areas of English curriculum. These would be intended for use by the Committee members in extending and refining their parts of the final framework statement and would be made available to field groups as a basis for discussion and for the formulation of reactions and suggestions to be transmitted to the members of the Framework Committee.

Area III English Project: twelve counties curriculum study, K-12.

University of California, Davis. Wayne Harsh, Helen Strickland (Placer Co. School District). State support. 1965-67.

This is a planned three-year cooperative curriculum study made by the 12 counties of Northern California in cooperation with University of California at Davis and other colleges and universities of the area. A description of the project, which will concern curriculum contents and sequence from grades K-12 in the three areas of literature, language, and composition is available through the curriculum consultant, Helen Strickland.

Secondary

Development of a sequential language program in English.

Tamalpais Union High School District, Larkspur. Albert L. Lavin, James L. Pierce. District and USOE support. 1964-summer 1967.

The long-term goal of this project is to erect a better program in grammar and rhetoric. Committees (study groups) meet several times each year working toward this goal. The committees are divided into the following groups: (1) systems of grammar, (2) rhetoric, (3) historical linguistics, (4) psychology of language, (5) philosophy of language. These committees in the last year through their numerous meetings developed extensive bibliographies, read certain key works in common, identified aims of the project, and began to write specific unit lessons. About 12 teachers attended workshops and institutes during the 1965 summer.
This year the committees are developing as many pilot lessons as possible. They are also constructing tentative sequences, testing textbooks, evaluating Project English Center curriculum materials, etc.

Teaching standard oral English as an alternate dialect.

Los Angeles City Schools, Division of Secondary Education. Kenneth R. Johnson. USOE support. June-1966, Phase 2 summer 1966, Phase 3 1966-67.

The project provides for the identification of oral language needs and for the development of oral communication skills of disadvantaged youth: (1) to identify and analyze the linguistic items of non-standard speech that occur in the oral language of pupils in the target schools; (2) to develop through immediate classroom try-out, materials for a sequential program of oral drills and reading selections; (3) to provide intensive practice in overcoming linguistic handicaps; (4) to offer enrichment experiences in observing, listening, and speaking that will motivate pupils to acquire standard English as a "second language" or alternate dialect; (5) to instill in pupils the need to speak standard English.
The project will be developed through three phases: in the first phase, beginning June 1966, a task force of five teacher-consultants visits classrooms in the target area to record samples of pupils' spoken language. With the aid of two linguists, the task force analyzes the language problems noted, develops and tries out immediately in regular English classes a series of oral language lessons for teaching English as a second language or alternate, based on modern equipment and techniques.

Development of teachers' guides for teaching English to low-index pupils, grades 7-12.

Los Angeles City Schools, Division of Secondary English. William Rosch. Local support. Current, academic year 1965-66.

These publications contain objectives, skills, approaches, and methods of teaching which are especially suitable for low-index students in secondary English classes.

Evaluation of English textbooks to be used with culturally deprived students.

Los Angeles City Schools, Division of Secondary English. William Rosch. Local support. 1964-66.

This study is specifically concerned with texts for the culturally deprived. in English classes in the 7th through 12th grades. The readers of the texts, according to the specification of the Curriculum Branch of the Division of Instructional Service, are characterized by any of the following: limited verbal resources, non-standard speech, bilingualism, retarded reading ability, lack of common-shared experiences found in much of our literature, lack of social interaction with those outside of the linguistic "pockets".

Revision of junior high English program.

Los Angeles City Schools, Division of Secondary English. William Rosch. Local support. Current, academic year 1965-66.

Activities in connection with this program will involve a re-evaluation of objectives, skills, approaches, methods, and content of 7th, 8th, and 9th grade English, and a reconstruction of the program in the light of findings of current research and of non-research national trends.

SCOPE: school community opportunity project in education.

Los Angeles City Schools, Special Programs Office. Helma Coffin, Walter Lansu. Local support. Current, academic year 1965-66.

A compensatory education program in which 15 inner-city secondary schools are provided with reading centers, trained reading teachers, personnel to keep libraries open after school hours, school-community coordinators, and evening counseling.

SAC: student achievement centers.

Los Angeles City Schools, Special Programs Office. Helma Coffin, Walter Lansu. USOE and Community Action Program support.

A compensatory program of education in which 15 inner-city secondary schools are provided with reading centers, trained reading teachers, personnel to keep libraries open after school hours, school-community coordinators, and evening counseling.

Experimental programs in a linguistic approach to the study of language structure.

Mt. Diablo Unified School District, Concord. H. Godchaux, J. Platt, S. André, W. Roethlisberger. School district support. Current, academic year 1965-66.

Harold Godchaux of Mt. Diablo High School and John Platt of Ygnacio Valley High School are the Department Chairmen of their representative schools. Sandra André teaches at Oak Grove Intermediate School and William Roethlisberger at Pine Hollow High School. They are using such materials as Postman's Discovering Your Language and Roberts' English Sentences.

Humanities team teaching.

Pasadena Unified School District, Education Center. E. Howard Floyd, Vesperella E. Ott, Ruth S. Esterbrook. Local support. Current, academic year 1965-66.

This has been described by its directors as a comparative experiment school-based. English and social science are offered to academically-gifted students in grades 10, 11 and 12 through flexible scheduling and a team-teaching approach. The Humanities Team Teaching program was developed for a three-year experimental project in which careful comparative experiments have been done and for which evaluation has been made.

Reading and study-skills program.

Pasadena Unified School District, Education Center. E. Howard Floyd, Ruth S. Esterbrook. Local support. 1964-66.

The reading and study-skills project developed at George Washington Junior High School offers an eight weeks' program for all 7th grade students who are reading at 5th grade level or above. Individual work sheets were designed to cover the three reading areas: study skills, word skills, comprehension and critical analysis. The reading specialist and teachers of 7th grade English work together to present the lessons and to develop skills through the use of reading machines and individual reading materials. The program, in its second year of experimentation, is undergoing careful evaluation.

Self-selection reading program.

Riverside County Schools. Barbara Provost. USOE, local support. Current, academic year 1965-66.

As a part of a proposed revision of our language arts course of study, the Office of the Director of Instruction is cooperating with five districts to supplement NDEA funds for the use of a consultant to improve reading instruction in the area. Selected middle-grade teachers from the participating districts will be given instruction in the self-selection reading program and are to then serve as resource persons to other teachers.

English language arts laboratories.

Sacramento City Unified School District. Elaine Stowe. USOE support. Current, academic year 1965-66.

English Language Arts laboratories are being equipped in one junior high school and two senior high schools for students who have not mastered the basic skills of reading and writing. Special curricular materials have been designed for use in these classes that are practical and experience oriented.

The power of oral language: speaking and listening.

Santa Clara Co. Office of Education, San Jose. Viola M. Owen, Walter Loban (University of California). State and local support. Current, academic year 1965-66.

An experimental pilot program, developed cooperatively by 14 districts and the County Office of Education, that pin-points: (1) recent research, (2) major goals, and (3) classroom experiences for oral language at grades 7th, 8th and 9th.

Language ability, grades 7-12: identifying the language elements which account for proficiency and skill in writing, reading, etc.

University of California, School of Education, Berkeley. Walter Loban. USOE support. Jan. 1961-Feb. 1967.

The total project will record and interpret findings on a representative sample of 338 subjects studied from kindergarten to grade 12. The sample population is a carefully stratified representative cross-section of the school population of Oakland, Calif. with 220 subjects still remaining in the study as of grade 9. The approach is an analytical one, with a statistical analysis of those hypotheses which lend themselves to statistical measurements. The methods of analysis will include studies of linguistic units, phonological units, the use of nominals, the use of movable parts of linguistic units, amount of language, mazes (non-communicating elements of language), coherence, style of speech, and control of writing.
The major objectives are to determine the factors and relationships which distinguish subjects who have proficiency in language ability from those who lack proficiency: (1) linguistic behavior-to identify the language elements which account for proficiency and skill in the speaking, listening, writing, and reading of adolescents; (2) language development-to describe scientifically the subjects growth of language proficiency; (3) research techniques-to develop and refine techniques of analysis to aid the study of language; (4) relationships-to find the relations existing among the four aspects of language mentioned above, and also between language and health, socio-economic status, school attendance, intelligence and personality.

Davis publications in English.

University of California, English Dept., Davis. Wayne Harsh. Local support, mostly self-supporting. 1965 -

This new publication is published semi-annually by the Dept. of English, University of California, to assist those persons engaged in the teaching of English. The first publication, a monograph on three approaches to the teaching of grammar, was distributed to schools of the state. A second publication is planned on the teaching of composition.

College

Remedial English instruction in California public junior colleges: an analysis and evaluation of current practices.

University of California, Dept. of Education, Riverside. Richard M. Bossone. State support. Current, academic year 1965-66.

The goals of this study are the following:
(1) to discover on what basis junior college students are being classified as remedial English students and what the institution's general policy is regarding remedial English.
(2) to discover what junior college remedial English teachers are doing in their classes, what their attitudes are regarding the subject, and what they know about their students' abilities, interests and problems.
(3) to discover what junior college remedial English students' attitudes are toward English and what they consider to be their interests and problems in English.
(4) to make recommendations for improving the effectiveness of junior college remedial English classes.

Adult Education

Prevocational training in basic communication skills.

University of California, English Dept., Los Angeles. J. Donald Bowen. USOE support. Current, fall 1965-66.

A pilot project undertaken at UCLA for workers from low socio-economic backgrounds (1) to diagnose the communications skills level and language status of subject group; (2) to relate this assessment to realistic vocational goals; (3) to design, try out, and evaluate a pilot teaching program to remedy such deficiencies as non-standard dialect, restricted literary skills, and limited linguistic versatility.

COLORADO

Elementary

Content analysis and children's responses to first-grade readers in the United States and foreign countries.

University of Colorado Medical Center, Denver. Gaston E. Blom, Richard R. Waite. USOE support. Aug. 1965-June 1968.

The goals of this research are the following: (1) to determine the nature of the content of commonly used first grade readers in the United States, (2) to make cross national comparisons with readers from other countries as they reflect attitudes and values, (3) to discover

children's responses to the content of stories, (4) to demonstrate that content influences interest which in turn can affect reading skill acquisition.
Approach or methodology is the following: (1) use of coding manual to rate stories along dimensions of character, age of children, age of activity, sex of activity, theme, outcome; (2) establish reliability of coding; (3) data analyzed by computer methods for frequency distributions, and cross correlations; (4) follow similar procedures with stories from readers in various countries; (5) national survey of commonly used primers; (6) obtain children's responses to stories by paired comparison and age-sex-outcome scales.

College

Factors involved in teaching reading at the primary level.
Factors involved in teaching reading in grades 4-8.
Developing word competence in word perception.

Adams State College, Alamosa. Center for Cultural Studies. Veralle B. Hardin (Univ. of Missouri), Wallace Ramsey (Univ. of Kentucky), A. Sterl Artley (Univ. of Missouri). USOE support. Current, 1965.

The projects listed above are part of a program of workshops and institutes for teachers and school personnel.

CONNECTICUT

Elementary

In-service education for teachers in the implications of linguistic research for elementary school curricula.

Board of Education, Glastonbury. Mrs. Irma M. Conwell. Local support. Current, academic year 1964-65.

The Glastonbury School District is sponsoring an in-service training program for its teachers of grades 4, 5, and 6 who specialize in language arts. The purpose of these in-service training sessions is that of evaluating whether it might be possible to introduce some aspects of structural linguistics, presently handled at the junior high school level, to children in grades 5 or 6. The curriculum assistant for English has been informing teachers of some of the research findings in structural linguistics and describing the programs which have been adopted in grades 7 and 8 using an adopted form of Paul Roberts's Patterns of English. Small group sessions will be organized to discuss and identify pilot projects in the use of these principles.
The school system has also been carrying on action research to determine the significance of analysis of the structure of grammar to the development of skill in oral and written language. Formal grammar has been de-emphasized in the elementary grades.

Elementary and Secondary

The Danbury project in reading and English.

Danbury Public Schools. Ernest Weeks, Julia Fleming. USOE support. Current, fall 1965.

The project is a study of the entire reading and English curricula K-12 of the Danbury public schools.

DISTRICT OF COLUMBIA

Preschool

Research on language facility and dialect transformation in children. Developing curriculum and study materials from research analysis results.

George Washington University, Washington. Dept. of Education. John T. Dailey. USOE support. 1966-67.

The objectives of the program are the following: (1) to develop a revised code for classifying errors and deviations in speech samples and a method of transferring speech phonetically to computer tape; (2) to administer the Dailey Language Facility Test to a nationally representative sample and develop norms for spoken speech including various "dialects" and deviations from standard English; (3) to determine how various "dialects" are related to rural-urban factors, socioeconomic status, ethnic group, basic level of language facility, aptitude and achievement measures, quality of educational opportunity, and various characteristics of the home and neighborhood environment; (4) to develop and evaluate materials for teaching standard English to preschool children who speak dialects.

Elementary

District of Columbia urban language study.

Center for Applied Linguistics, Washington. Ford Foundation support. Oct. 1965-Sept. 1968.

This program will involve research and developmental activities. Detailed analyses will be made of the English speech of American-born Washington residents of school age (6-8 years), whose speech is nonstandard and those whose speech is only marginally so. A study of the range of linguistic usage of a number of informants, including switching from one variety of speech to another, in a number of socially defined situations, language attitude studies, and a contrastive structure study will be made.

The developmental activities will include the development of experimental testing and teaching materials. The research staff may undertake the development of experimental materials for testing pupil proficiency in standard English and sample experimental teaching units to be tried out in language arts classes.

Audio-visual aids for poor readers.

Reading Research Institute, 801 18th St., Washington. Leon BenEzra. Self-supporting. Current, 1965.

This project has as its purpose that of developing audio-visual materials to be used to improve the reading ability of poor readers. The project is now in the stage of refining the sound strip so the materials be sold as a package.

Language approach to reading.

District of Columbia Public Schools, Model School Division, Reading Clinic. Kay Lumley. Local support. Current, 1966.

The Language Approach to Reading was an informal approach to reading instruction through recording pupils' speech patterns and then moving into picture stories without words, followed by easy, interesting stories all from Little Owl Series. Children hear, tell, and discuss before reading the stories.

Secondary

Curriculum revision and construction grades 7-12.

District of Columbia Public Schools. Charlotte Brooks. Local support. Current, academic year 1965-66.

The Department of Education is in the process of research and revision of an English Curriculum for grades 7-12.

English communications laboratory.

District of Columbia Public Schools. Charlotte Brooks. Local support. Current, academic year 1965-66.

Research and planning leading to the standardization by the Board of Education of an English communications laboratory as an adjunct to the teaching of the language arts. This laboratory is to be at the new Banneker Junior School.

English in every classroom.

District of Columbia Public Schools. Daniel Fader (Univ. of Michigan). USOE support. Sept. 1965.

The project here entitled "English in Every Classroom" is an experimental extension of the Michigan Maxey Boys Training School project in English curriculum. The program has come about as a result of an invitation of the District of Columbia public school system to the project director to undertake an experimental program in English at an elementary, junior high, and high school level in the Model School District of Washington. As of September various parts of the program had been inaugurated at the Garnet-Patterson Junior High School: arrangements for newspapers, paperbound books, and magazines to be made available to teachers at appropriate times, the setting up of a paperbound library, consultation with the Model School Advisory Committee and a training program for the Garnet-Patterson faculty.

Evaluation of new instructional materials: Discovering Your Language by Postman; The Teletrainer by C & P Telephone Co.; SRA Composition Kit; Follett Language Mastery Kit; and an anthology for the reluctant reader to be published by Harcourt, Brace and World.

District of Columbia Public Schools. Charlotte Brooks. Local and commercial support. Current, academic year 1965-66.

Discovering Your Language: This text was introduced to 8 classes in 6 schools (5 jr. high, 1 sr. high) grades 7-10, total teachers - 8, total pupils - 259, lowest academic level, to determine the effectiveness of structural linguistics in the presentation of English grammar.
The Teletrainer: The Telephone is the title of the workbook being used by 17 jr. high schools - 34 classes in grade 8. This educational material is being used to develop oral communication skills.
SRA Composition Kit: Personnel involved 1 teacher, 37 pupils in 1 jr. high.
Language Mastery Kit, Set J: An individualized approach; personnel involved 1 teacher, 38 pupils in grade 8 in 1 jr. high.
The Experimental Reader: Prepublication units from a proposed anthology for the reluctant reader are being used in 3 jr. high schools; 4 teachers and 200 pupils are involved. Evaluation of these units for reluctant readers is being made before publication. The materials include selections from many cultural backgrounds.

Remedial program in grammar and mechanics.

District of Columbia Public Schools. Charlotte Brooks. California Test Bureau support. Current, academic year 1965-66.

This program utilized three teachers and 114 pupils in three junior high schools. Its purpose is to evaluate the program used as a supplement in raising the level of performance as measured by the California Tests in Language.

An English curriculum for deaf students at the secondary level.

Gallaudet College, Washington. Harry Bernstein. USOE support. Aug. 1964-Dec. 1967.

This project is designed to develop improved materials and methods for teaching English to deaf students at the college preparatory level. The experiment continues the analysis of the special difficulties experienced by the deaf in mastering grammar and usage begun at the College. It makes use of the observed ability of these students to excel in modern mathematics by expressing grammatical relationship in terms of mathematical symbols. This system will display the structural resources of the language in a highly condensed form, making its appeal to the eye, since the world of sound is denied to those students.
The first two years of the program will be devoted to the development of instructional and test materials. These materials will be introduced when ready into the preparatory curriculum at Gallaudet. Each time these are introduced empirical comparisons will be made against conventional instructional procedures. These first years will also provide teachers with valuable experience with the new tools.

College

Psychological correlates in dialectolalia.

Howard University, Washington. Communication Sciences Research Center. Charles G. Hurst. USOE support. May 1964-Sept. 1965.

Dialectolalia is the name given to the series of oral language behaviors which differentiate substantially large groups of sub-standard speakers from high proficiency speakers.
The first stage of this research program had these primary objectives: (1) to identify some important psychological variables on which good and poor speakers differ, (2) to evaluate the effectiveness of a battery of procedures in identifying dialectolalia, (3) to examine the implications of the battery identification approach for more effective instructional programs.
Results showed that proficient speakers had more qualities important for personal adequacy, emotional tolerance, interpersonal relationships and academic achievement. Greater family participation, leadership, and achievement activities characterize high proficiency speakers. A positive attitude, however, does not seem to be a prime prerequisite for speech adequacy. Awareness of personal speech deficiencies indicated the influence of the peer group and group pressures to conform. Low proficiency students were divided into groups and given various kinds of information about themselves and speech therapy. All groups showed improvement on post-testing, but significant improvement occurred only for those who attended remedial speech classes and the speech clinic.

Adult Education

The acquisition of reading skills in adult illiterates: a perceptual approach.

Washington Literacy Council in cooperation with Laubach Literacy, Inc., 2000 P St., N.W., Washington. Support ?. Current, fall 1965.

This project is concerned with an analysis of the perceptual components that enter into the acquisition of reading skills as observed in adult illiterates, and a comparison of the role of these components in adult and children's learning.

FLORIDA

Elementary and Secondary

Grammatical structures written at three grade levels

Florida State University, English Dept., Tallahassee. Kellogg W. Hunt. USOE support. Completed, fall 1965, report published by NCTE.

The study is intended for two groups of readers: the teacher or supervisor of English and the researcher in language development. The purpose was twofold: (1) to provide for the quantitive study of grammatical (syntactic) structures, a method of procedure which is coherent, systematic, broad, yet capable of refinement to accommodate details; (2) to search for developmental trends in the frequency of various grammatical structures written by students of average IQ in the 4th, 8th, and 12th grades.

Secondary

Developing and testing three sequential English curricula for grades 7, 8, and 9.

Florida State University, Tallahassee. Curriculum Study Center in English. Dwight Burton. State and USOE support. 1963-67.

The purpose of the present program of the Center is to discover how best to present and organize the 'new English' in the junior high school. The program will develop and test three sequential English curricula for grades 7, 8, and 9. The work is based on the following assumptions: (1) that instruction in English in the past has been uneconomical, repetitive, etc.; (2) that there is a 'new English', just as there is a new mathematics or a new biology, new in concept of scope of content and in concept of the learning process in relation to the content.

GEORGIA

Preschool

A comparison of two approaches to initial reading instruction using computer assisted instruction.

Emory University, Division of Teacher Education, Atlanta. Donald Ross Green, Richard L. Henderson. Kettering and Field Foundations support. June 1966-

The use of the IBM computer assisted instruction program (CAI) makes possible for the first time a straightforward comparison between the analytic and synthetic approaches to beginning reading instruction since it permits the holding constant of teaching techniques. Heretofore, different approaches have required different techniques, hence the theoretical issue concerning the role of meaning in initial learning has been obscured and confounded with techniques of teaching.
Using Prof. O. K. Moore's teaching techniques, 12 four-year-old children from a culturally deprived background will be taught to read following Moore's synthetic approach. A second group of similar children will be taught in an identical fashion except that when they depress a key on the 1050 terminal, a whole word will be produced instead of a letter as in the Moore program.

Preschool and Elementary

Developing competency in written composition in children from kindergarten through elementary school by means of curricular materials.

University of Georgia, Athens. Curriculum Center. J. W. Lindemann, R. S. Sutton, M. J. Tingle. USOE support. July 1963-June 1968.

The purposes of the Georgia Curriculum Center are: (1) to construct a curriculum in written composition for children in kindergartern through grade 6 that will enrich children's perception and stimulate the process of concept formation so that they will have a wealth of ideas to express and be able to express them clearly; (2) to prepare teaching materials to emphasize planning, organization, and composition skills; (3) to match the levels of the materials to the capacity, interest, and background of the student; and (4) to produce a working paper based on coordination of ideas contributed by selected representatives of several disciplines which would analyze concepts about language development and process of composition. Materials prepared on the basis of a master curriculum outline by the Center's staff and the classroom teachers are to be tried in selected schools and revised on the basis of classroom experience.

Elementary

Educational Improvement Project.

Educational Improvement Project, 224 Central Ave., S.W., Atlanta. Arthur Parklion. Ford Foundation support. July 1965-

The project will develop reading and language assessment materials, explore ways of perfecting reading problems diagnosis and make use of procedures for real time data analysis for use in curricula development. To fulfill the objectives of the project the Urban Laboratory on Education has been proposed as an inner city agency, jointly sponsored by Atlanta Public Schools, Atlanta University, and Emory University.

Communication skills laboratories

Atlanta Public Schools. John Martin, Eunice Sims. USOE support. 1964-

The project has two major objectives: (1) The establishment of four communcations skills laboratories serving to train approximately 500 children. They will be taught standard English as a new dialect by foreign language teaching methods using pattern practice drills to teach the dialect as well as grammatical structure. (2) The most emphasis will be placed upon the in-service training of regular faculties in teaching deprived children. The laboratories are used as models for observing techniques and materials.

HAWAII

Elementary

A plan for imparting bilingual skills to monolingual speakers of Hawaiian Pidgin in grades 1, 2 and 3 through linguistically oriented pedagogical techniques.

University of Hawaii Peace Corps Training Project, Hilo. D. P. Crowley, R. O. H. Peterson, L. Gomez, H. C. Chuck (State Dept. of Education). USOE support. Sept. 1965-Sept. 1970

Problem: Many citizens of the Keaukaha community and others reach adulthood having never acquired even minimal control of acceptable English. They understand it but cannot use it, having been born and educated in a Hawaiian Pidgin community. Ultimately, the problem becomes more than a linguistic one--it has critical academic, psychological, social and economic implications.
Imparting control of English has not been signally achieved through conventional classroom English procedures. The problem here is one of linguistic retardation on the partof the pupils, a lack of linguistically significant materials in the curriculum, and a deficiency of linguistically oriented teachers to present the materials effectively.
A series of tests for grades k, 1, 2, and 3 will be developed, including a wide selection of language exercises designed for the audio-lingual approach including, relevant subject matter, full range of phonological structures, and grammatical structures chosen for relative difficulty and frequency of occurrence. These will be accompanied by a manual of instruction to the teachers.

ILLINOIS

Preschool

An academically-oriented preschool for culturally deprived children: a high-intensity program of direct verbal instruction in language, reading, and arithemetic.

University of Illinois, Urbana. Institute for Research on Exceptional Children. Carl Bereiter, Jean Osborn, Siefried Engelmann, Philip Reiford. USOE support. Current, fall 1965.

A pilot program, in which 15 disadvantaged Negro 4 year-olds are being given a high-intensity program of direct verbal instruction in language reading, and arithmetic, has been set up. The major emphasis in all phases of the program is on teaching basic language statement patterns. After three months, gains of 12-15 months in language age were obtained, and after a further three months, further gains of 9, 5 and 8 months were obtained on the Illinois Test of Psycholinguistic Abilitites subtests for auditory-vocal automatic, auditory-vocal association, and vocal encoding. Gains well in excess of chronological age gains were obtained on almost all other subtests.

The training consisted of Structural Language Training (the acquisition of grammatical statement patterns and a grasp of the logical organization of these patterns and a grasp of the logical organization of these patterns, and emphasis on perfecting pronunciation); Teaching Arithmetic Through Language Operation; Teaching Reading as a Logical Process (an approach in which children gained a maximum amount of experience in the explicit handling of rules and statements, using CVC trigrams, lower-case letters, and six simple rules). Work has also been done on the importance of verbal and non-verbal factors in cultural deprivation, studying children with sensory (deaf and/or brain-damaged handicaps.

Elementary

The Hegeler project for disadvantaged children.

Edward C. Hegeler Foundation, Box 402, LaSalle. Ann Hughes. Hegeler Foundation support. Current, winter 1966.

A preliminary analysis has been made of Stanford Achievement Test scores from 1,250 children participating in the project. These scores were from the first eight school systems which reported on their May testing. Results to date include the means on Word Reading, Paragraph Meaning, and Spelling.

The Chicago speech survey: communication barriers to the culturally deprived.

Illinois Institute of Technology, Chicago. A. L. Davis, Raven I. McDavid, Jr.(Univ. of Chicago). USOE support. Current, fall 1965.

The investigation of social differences in the speech of Chicagoans has been using the interview techniques of the Linguistic Atlas in collecting its data. Samples of the speech of various levels of classes of Negroes and whites were collected by means of 50 taped recorded interviews. A questionnaire form was also used. The next phase of the study beginning in fall 1964 is the measurement of attitudes toward speech forms and samples of connected speech. From the data of this study and other supporting information which has been gathered, a manual for the use of teachers in the Chicago schools is to be prepared in the belief that an understanding of the child's linguistic differences will better prepare the teachers to cope with the language learning situation.

An experimental beginning reading program.

Leal Elementary School, Urbana. Barbara Long, Loren Hull. Local support. Current, 1965-66.

Two first grade classrooms at Leal School are using the Fries Linguistic Readers, recently published this school year. Control groups have been set up at Wiley Elementary School. Fifty-six children, selected heterogeneously, are enrolled in the two classes at Leal. Tests were administered at the beginning of the term, and follow-up tests will be given at the end of the term. It is felt that the program this year should lead to a revision or modification of the primary reading program.

MST program in elementary education.

University of Chicago, Elementary Teacher Education Program. Richard E. Hodges. Support? Current, fall 1965.

Elementary education students in this program study intensively linguistics and language acquisition. Samples of children's language behaviors at different age levels and from different social environments are collected and analyzed. From these studies and analyses, language arts experience are developed that are appropriate to the level of language development of elementary school children.

The effectiveness of emphasizing reading skills in an English course for underachievers.

University of Chicago, Dept. of Education. Robert Emans. USOE support. Current, fall 1965.

The purpose of this project is to study an adjusted English curriculum designed for children who are not achieving in accordance with their intellectual potential. It will investigate the effectiveness of emphasizing reading skills as part of an English curriculum with a consequent de-emphasis in English content.

The usefulness of word pronunciation rules.

University of Chicago, Dept. of Education. Robert Emans. USOE support. Current, fall 1965.

The purpose of this study is to extend a previous study to determine the extent commonly taught phonic generalizations are useful in having a "reasonable" degree of application to words met beyond the primary grade level.

A comparison of two approaches to first grade reading instruction for underprivileged children.

University of Chicago, Dept. of Education. H. Alan Robinson. William S. Gray Research Fund in Reading support. Current, fall 1965.

An audio-lingual and literary approach for the experimental groups vs. the new Scott, Foresman Company's Multi-Ethnic Readers is being used in this comparative study.

The effectiveness of i.t.a. as a medium for reading instruction.

University of Chicago, Dept. of Education. Helen M. Robinson. Wm. S. Gray Research Fund in Reading support. Sept. 1965-66.

With randomized groups of children of high, average, and low economic and social levels, the materials, the methods, time supervision and stimulation will be equalized with only the medium (i.t.a.) as a variable.

Visual and auditory perceptual abilities related to methods of teaching reading.

University of Chicago, Dept. of Education. Helen M. Robinson. Wm. S. Gray Research Fund in Reading support. Current, fall 1965.

This has been a three year study of 550 pupils entering first grade in four shcool systems; progress of those pupils with unusual perceptual abilities and disabilities has been measured. Statistical analysis is completed and the report is being written.

A longitudinal study of children's concepts of the reading process.

University of Chicago, Dept. of Education. Samuel Weintraub. Purdue Research Foundation and Wm. S. Gray Research Fund in Reading support. Current, 1965.

Introspective and retrospective interview techniques were utilized at the beginning of grade 1 and at the end of grades 1 and 2 to get at children's understanding of the reading process and their self-image relative to reading.

Reliability study of the test of preference.

University of Chicago, Reading Clinic. Helen K. Smith. Wm. S. Gray Research Fund in Reading support. Current, fall 1965.

The purpose of the study is to determine the reliability of the Test of Preference, a test which aids in determining the preferred hand, foot, and eye. The test was prepared by and has been used in the Reading Clinic at the University of Chicago for a number of years. Reliability was determined by the test-retest technique at the kindergarten, first and second grade levels.

Elementary and Secondary

A plan for the development of a comprehensive assessment program in reading.

Science Research Associates, 259 East Erie St., Chicago. Vernon Larsen. Carnegie Corporation support. April 1965-Oct. 1966.

The project intends to develop tests to appraise the basic reading and comprehension skills and to develop questionnaires to evaluate non-cognitive aspects of reading behavior in the general population of the the U.S. at four age levels: age 9, age 13, age 17, and adults. The ability tests and questionnaires will be designed primarily to describe the behavior of the specific groups in the population as a whole potentially providing a base line for studies of specific groups. Besides the immediate assessment and description of reading ability and reading habits and attitudes, measurement in this area should help to underline the need for systematic evaluation of how well the educational process is improving reading ability and inculcating good reading habits in children in order to enrich their lives as adults. The test will be composed of best or correct answer multiple-choice or matching items. The questionnaries would be designed so that in the future, one could determine whether significant changes were taking place in variables such as interest in reading, value placed on reading, purpose of reading and so forth.

Curriculum study center in English and related fields: current evaluation of materials for 4th, 7th, and 9th grades.

Northwestern University, Evanston. Curriculum Center in English. Wallace W. Douglas. USOE support. Mar. 1962-Mar. 1967.

The purpose of this Center is to construct a curriculum for the teaching of English composition from grade 7 through the sophomore year of college. It has undertaken: (1) to review and make available the research done in the teaching of composition and related fields; (2) to analyze what is being done in teaching composition in area schools and colleges; (3) to define the aims of composition, considering such

matters as the relation of creative writing to exposition and also the relation of composition to the teaching of language and to psychology, rhetoric, and reading; (4) to develop teaching units that can be tested before a sequential program is finally recommended; (5) to relate composition to ability levels and define aims appropriate to each level; (6) to prepare, for widespread use, such materials as textbooks, syllabi, reviews, and bibliographies of research.

Secondary

Spelling-writing project.

Glenview Public Schools, Glenview. Robert Hillerich. Local support. Pilot study 1964-65, expanded 1965-66.

This project represents an effort to place spelling in context of the written language program and to utilize findings of research in spelling along with current linguistic thought to improve teaching spelling and written composition.

The Effingham experiment: an investigation directed toward improvement in the teaching of English.

Effingham High School. Duane R. Neet, Bertrand F. Richards (Indiana University at Bloomington). Indiana State Univ. Faculty Research Fund, Effingham, Illinois Community Unit, and Norge Div. Borg-Warner Corp. in Effingham support. 1964-66.

This experiment, now in its second year, is exploring the possibilities of a semiotic approach to language analysis and teaching. The new semiotic approach is a total methodology involving linguistics, logic, and communication and learning theories. The investigation utilizes an inductive discovery method based on the non-verbal awareness theory of learning. A principal vehicle for teaching is involvement with the results of symbolic logic. To the four sections of pre-college high school seniors participating in each of the first three semesters, have been added 20 adult students, engineering and laboratory personnel, from the Effingham Norge Division. A prime concern is the improvement of the abilitites of students to write concise, precise, effective English prose.

Preparation of teachers and materials for teaching structural and transformation grammar to 11th and 12th graders.

Northern Illinois University, DeKalb. Andrew MacLeish. USOE support. Summer 1965-summer 1967.

This work addresses itself to the above problem. The ultimate purpose of the project is to determine whether any kind of pluralistic approach to the teaching of language is geniunely useful in teaching composition. The method by which this work is being done is twofold: two summer

seminars (8 weeks each) in linguistics and composition for a select group of fifteen 12th grade teachers, visitation of these teachers by the director and associate director of the project in order to determine what work should be done and how the materials should be revised.

Northwestern University and Evanston Township High School cooperative workshop.

Northwestern University, Evanston. Harold Hungerford, James Sledd (Univ. of Texas), Jay L. Robinson (Univ. of Michigan). No formal support. Current, 1965.

The cooperative workshop has completed 9th grade materials, which are presently being used. The 10th grade program is now in process at the workshop.

A state-wide curriculum study center for preparation of secondary school English teachers.

University of Illinois, Urbana. Illinois Study Center. J.N. Hook, W. H. Evans, Paul Jacobs. USOE support. 1964-69.

The Illinois State-Wide Curriculum Study Center for Preparation of Secondary School Teachers is a cooperative effort on the part of approximately 20 Illinois colleges and universities to effect improvements in their diverse programs for preparing teachers of secondary English. Guiding the Center in its work are representatives of each of the cooperating institutions, an executive committee elected by the 20 representatives and an advisory committee composed of 12 nationally-recognized experts from around the country.
These representativeswill attempt to reach a consensus on the most desirable competences and the ideal program of preparation of teachers and to find ways to meet this ideal. Both undergraduate and graduate prepratory programs will be considered, and some attention will also be paid to programs for upgrading the presently employed teachers.
Within each participating institution there is an ad hoc committee made up of 5-9 members, with representatives from both the English and the Education departments, which has the major responsibility for determining and directing a particular institution's specific research activities and its contributions to the over-all work of ISCPET.

INDIANA

Elementary

A comparison of standardized oral reading test scores and informal reading inventory scores.

Ball State University, Muncie. Reading Center. *Delbert L. Patty. No formal support. Completed Aug. 1965.

The purpose of this study was to determine whether informal reading inventories and standardized oral reading tests yield similar data for

determining reading levels of children and whether differences occurred in administration time for the two types of instruments, the Gilmore Oral Reading Test, and the Gray Oral Reading Test. Comparisons were made for the total sample, for boys and girls, for primary and intermediate pupils, and for children of each grade. The sample population for the study consisted of 178 children, an average of 30 per classroom in each of grades 1-6.
It proved impossible to generalize whether standardized oral reading tests usually indicate the various reading levels of children as do informal reading inventories evidenced by differences in findings for the two standardized instruments examined.

A study to determine reading levels of elementary school children by Cloze Testing.

Ball State University, Muncie. Reading Center. *Peggy H. Ransom.
No formal support. Feb.-Aug. 1965.

The study was designed to determine whether or not a significant relationship exists between scores on a Cloze Test and scores on an Informal Reading Inventory. The population consisted of 178 students in grades 1 through 6, in a Muncie, Indiana elementary school. An Informal Reading Inventory and a Cloze Test were constructed for use in the study. A silent reading test and an intelligence test were also administered to the group. The Independent, Instructional, and Frustration reading levels derived from the use of the Cloze Test (using both sets of established criteria) correlated with the Informal Reading Inventory.

The effect of a summer television program on the reading achievement of children who have recently completed the first grade.

Evansville-Vandenburgh School Corporation, Evansville. Jack Humphrey.
USOE support. 1965-67.

The objectives of this project are the following: (1) to determine the actual loss during the summer in reading achievement of pupils who have finished first grade, (2) to develop a summer television program with accompanying workbooks for pupils who have recently completed the first grade. The goal is to develop a program that helps children retain the skills learned in reading during their first year of school.

The effects of group play activity upon second grade boys exhibiting high anxiety in relation to improvement of reading skills.

Indiana University, Bloomington. School of Education. *William Hinze.
No formal support. Current, academic year 1965-66.

A study designed to show how play activity can reduce anxiety and thus improve reading ability.

Programmed tutoring vs. direct tutoring: an experimental comparison of two methods of tutoring elementary reading.

Indiana University, Indianapolis. School of Education. D. G. Ellson, Phil Harris. USOE support. Academic year, 1965-66.

This study is a comparative field test of two techniques of individual tutoring of elementary reading designed to be carried out by persons without professional training in teaching. One of these techniques, Programmed Tutoring, has been under development for the past five years at Indiana University and in several public school systems elsewhere in the State. It utilizes principles of learning and teaching which have also been used in the programming of teaching machines. The second technique, Directed Tutoring, has had less formal pre-testing. It is essentially an adaptation of current classroom methods to the individual teaching situation. Neither of these techniques is expected to replace traditional methods; both are used as supplements to classroom teaching of reading.

Elementary and Secondary

An analysis of the effects of in-service education and other teacher-variables on pupil achievement in remedial reading.

Indiana University, Bloomington. School of Education. *Rexel E. Brown. No formal support. Current, Academic year 1965-66.

This study is an attempt to delineate teacher variables such as training and experience that are associated with success in teaching remedial reading.

Secondary

Preparation of a Sampler of Practices in Teaching Junior and Senior High School English for in-service programs.

Ball State University, Muncie. Anthony L. Tovatt, Ebert Miller, David Rice. Local support. Current, academic year 1965-66.

This project was prompted by a plea from the administrators in three Indiana public school study councils that the Office of Research assist some 1,100 junior and senior high school English teachers in their schools to assess English teaching procedures and curricula. A total of 909 of these teachers completed the Sampler and the majority attended the various meetings at which reports were made and directions charted for teacher involvement in a series of study sessions. Work is now going forward. Additional research using these and similar instruments is in the planning state. At present, through the Office of Research, the directors are working with groups of English teachers in three Indiana public school study councils in a series of in-service programs.

The objectives are to acquaint junior and senior high school English teachers with pertinent research and writings, to assist them in carrying through a study in some depth of these researches and writings, and to advise them in making any desired modifications or revision in curricula.

Development of a state course of study in English.

Indiana University, Bloomington. English Curriculum Center. Edward B. Jenkinson. USOE, Cummins Foundation and Wall Street Journal support. 1965-68.

The curriculum study center will develop through a carefully planned program of cooperative study and trial, three junior and senior high school courses of study in English, for the academically talented, average, and slow-learning students, together with a course of study for the elective classes in speech. Forty-nine exceptional teachers from Indiana school systems are working with colleagues from eight Indiana institutions, and with the consultants, on committees charged with designing and evaluating the various courses. Sequential and integrated programs in literature, language study, and composition for each ability group will be developed. Evaluation will be phased into the process of development. In addition to the evaluations of the working teachers wo will test successive trial versions in their classrooms, standardized tests will be administered to students in experimental and control classes, and themes written in experimental and control classes will be read by members of the English faculty of Indiana University. Since the success of such cooperative curriculum development depends on a process of social engineering, the central staff of the Center will have as one of its goals the evaluation of the methods of organization adopted. A final report will be prepared.

An integrated curriculum in literature, language, and composition.

Purdue University, Lafayette. English Curriculum Center. Arnold Lazarus. USOE and State funds support. Sept. 1964-Aug. 1967.

The purpose of this project is to develop and test an integrated curriculum in literature, language, and composition based on opus-centered units for grade 7 in the junior high school. The opus-centered unit focuses on one literary work at a time. It does not necessitate special grouping, but encourages heterogeneous classes. Selected teachers from approximately 18 schools in three states will attend summer workshops where they will take courses in literature, and oral and written composition, and will collaborate with specialists in constructing one or more of the units to be used during the academic year. The units will follow a developmental sequence and integrate pupils' reading, writing, speaking, and listening. Participating schools will open classes to the experimental use of units produced during the summer workshops. Regular critiques of units by the pilot teachers will serve as feed-back for reviewing and refining the program.

Learner growth will be evaluated by means of standard test and writing samples, as well as by measures designed as part of the project itself. As a byproduct of the development and testing, the most successful units and principles will be incorporated into the revision of the teacher education program of the sponsoring institution and offered to other institutions.

College

An experimental approach to teaching college freshman composition.

Indiana State University, English Dept., Terre Haute. Mark Neville. No formal support. Current, academic year 1965-66.

The purposes of this study are threefold: (1) to devise a more effective approach to teaching expository writing through practical descriptive linguistics; (2) to determine if a mastery of organization and techniques of written expression can be developed through random sampling of student work; (3) to determine if two-thirds of class time devoted to guided, independent small group study is superior to the lecture and discussion technique.

IOWA

College

The effectiveness of college-level instruction in freshman composition.

State College of Iowa, Cedar Falls. Ross M. Jewell, John Cowley. USOE support. Sept. 1963-Jan. 1967.

The objectives of the study are the following: (1) to determine how much of the gain in writing skill acquired by students who proceed through the standard composition sequence is in excess of that developed by experimental students who enter the college at the same time but do not go through the sequence, (2) to provide reference data for studies of various modes of organization and presentation of the composition work, (3) to test the duration of any improvement in writing gained by completing the composition sequence, (4) to gain additional understanding of experimental procedures for obtaining objective and reliable evidence concerning the above matters, and (5) to induce other colleges to repeat the procedures and thus help develop a fund of information with relatively wide applicability.
Statistics for the pilot group are available as of July 1965, but have not yet been analyzed to warrant reporting.
An extension of this project takes advantage of the presence of students entering their third year of college with no freshman composition. It is an attempt to discover whether composition instruction given in junior year varies in effectiveness from that given in freshman year, and to check the performance of those who have received instruction, when all students are in senior year.

KANSAS

Elementary

Research in first grade reading.

University of Kansas, Lawrence. Nita Wyatt. USOE support. Current, academic year 1965-66.

This project, one of 27 projects in 1st grade reading coordinated by Dr. Guy Bond of the University of Minnesota, is a comparison of an 'eclectic linguistic' approach to teaching reading with a basal reader approach and with an approach employing sex-segregated teaching groups.

LOUISIANA

Elementary

An analytical study of the utility of selected phonic generalizations for children in grades 1-6.

Northwestern State College, Natchitoches. *H. Mildred Bailey. No formal support. Completed Aug. 1965.

The study was concerned with an investigation of the utility of phonic generalizations through application of certain recommended generalizations to a list of words representative of words encountered in reading by children in grades 1-6. The phonic generalizations were identified in a previous study by Theodore Clymer in an article in the Reading Teacher entitled "The Utility of Phonic Generalizations in the Primary Grades," Jan. '63. The vocabulary list was compiled from eight basal reading series, grades 1-6 published in the United States during or since 1960.

MARYLAND

Elementary

The phonogram method.

Baltimore County Public Schools, Towson. V. Jones, G. T. Gabriel, L. W. Joos. Local support. Current, Sept. 1963-66.

This reading experiment is now in its second year in the Baltimore County Public Schools. Its method is based on the initial reading approach with primary emphasis on the importance of first teaching vocabulary which is regular in its spelling and in its phonemic reproduction. The Phonogram Method utilizes what is termed the basic structural unit within English words, the phonogram, a closed syllable which produces stability between the grapheme and the phoneme.

Elementary and Secondary

An in-service workshop: approaches to the study of the English language.

Baltimore City Public Schools. J. G. Smith, L. E. Wellemeyer, J. B. Owens, M. Velder. Local support. June 1966-June 1968.

The first phase of the workshop will be conducted in June-July 1966. Its purpose will be to train a nucleus of informed personnel in the new approaches to the study of the English language so that they may serve as leaders for future regional city-wide workshops. The participants will be consultants, school supervisory staff, and selected elementary and secondary teachers. The main topics to be discussed are the following: the traditional approach to language teaching, the historical approach to language teaching, the structural approach, etc. The second phase will be a city-wide regional workshop planning session beginning Sept. 1966.

Language curriculum project, grades K-12.

Baltimore County Public Schools, Towson. Jean Sisk, Katherine Dost, Stella Johnston. Local school budget. 1962-67.

Three years ago this project was initiated. The main purpose was to develop a sequence of skills and concepts in the broad language strand of the English program. The first year of the project was devoted to assembling a large group of teachers, choosing a consultant (Dr. George Faust of Univ. of Kentucky), and engaging in 1962-63 in a series of meetings aimed at acquiring some background and in establishing concepts and skills which were to be developed throughout the entire program. In 1963-64 the meetings were continued, classroom experimentation began, and in a summer workshop the concepts and skills were listed upon which the program was to be based. Last year during the winter and summer workshop work was begun on the development of units and curriculum bulletins. At present the units for all grades of junior and senior high school and a grammar course for grade 4 have been developed as well as some plans for relating linguistic research to the teaching of reading in the primary grades. The work on the grammar course for grades 5 and 6 and on that of deciding the place of transformational grammar in the program as a whole have yet to be done.

At present two curriculum bulletins have been developed one for elementary and one for secondary school, these are purely experimental and will be revised next year. The final job will be to establish the relationship between the language strand of the program and the program in literature and composition.

Adult Education

Basic adult reading, writing, and math class.

Montgomery County Literacy Council, Chevy Chase. G. A. Kilgore, Norma Day. Local support. Current, 1965.

Besides its regular program, the Montgomery County Literacy Council is helping recruit other students for this class, who have not had Laubauch Literacy training, but are at approximately the 3rd grade reading level. The method used by the Montgomery County Literacy Council is the Laubauch, Each One - Teach One technique, which seems to be the most effective way to reach adult illiterates.
The Council is now taking a more aggressive role in trying to recruit the adult illiterate, by actually providing the volunteer teachers in other established community action programs where they might meet prospective students, or persons who can refer them to prospective students.

Basic adult reading and writing.

Prince George's County Literacy Council, District Heights. Evelyn Pullen, Maralyn Ashcraft. Local support. Current, 1965.

The Prince George's County Literacy Council is a volunteer, non-profit organization which has as its purpose that of teaching English-speaking illiterates to begin to read and write. Membership in the organization requires no college degree or teaching certificate, however, included in the membership are several such qualified persons. Though work is done with students who speak English, a record is kept of the members who do speak a foreign language.

MASSACHUSETTS

Elementary and Secondary

English language curriculum study, K-12.

Boston University, School of Education. Thomas G. Devine. State and local support. Current, academic year 1964-65.

The English Language Curriculum Study, K-12, of the Lincoln Public Schools has a threefold purpose for its project: (1) to explore with teachers of English and reading new information, concepts, and materials in linguistics; (2) to revise the English curriculum, K-12, of the schools of Lincoln, Mass.; and (3) to develop and adopt appropriate instructional materials in the study of grammar, dialect, usage, and the history of the language for use in elementary and secondary school English classes in Lincoln.

Elementary through Adult Education

Development and validation of wide-range flexible, self-instructional reading programs.

Harvard University, Office of Programmed Instruction, Cambridge. Douglas Porter, Helen Popp, Joanne Robinson. Ford Foundation support. Jan. 1966-Jan. 1969.

The major objective of this research is the development of a set of self-instructional reading programs that will teach essentially all individuals who meet specified program entry requirements. The objective is uniformly high standards of performance for each individual in the program. Programs will start at the pre-reading levels and attempt to take individuals to the point of independent reading.

MICHIGAN

Elementary

Effectiveness of instructional tapes for changing dialect patterns of urban primary children.

Detroit Public Schools, Changing Dialects Research Project. Ruth Golden. USOE support. 1965-67.

The objectives are to develop a series of taped lessons with child appeal, incorporating needed repeating practice in speech games, songs, and talks; and to test the effectiveness of the tapes on the speech and personality of the child. They are designed particularly to meet the speech needs of inner-city, culturally different, and often deprived children, both Negro and Caucasian, who are handicapped by a non-prestige dialect consisting of regional pronunciation, vocabulary, and usage.
Further objectives are to find out the interrelationships of certain factors as applied to the speech scores, which will be machine processed using the analysis of variance-covariance factorial design.

A study of children's behavior while reading orally.

Wayne State University, Detroit. College of Education. Kenneth S. Goodman. USOE support. Current, winter 1966.

Pilot studies with a psycholinguistic base are being conducted on the reading of elementary school children. Selected groups of children, 1st - 6th grade, will orally read material chosen from basal readers. Their reading will be analyzed and described according to a linguistic taxonomy previously developed by the researcher. An attempt will be made to trace developmental patterns and to find types of reading difficulties which may characterize certain stages of development and certain types of readers (i.e., bilingual, speakers of divergent dialects, those taught with specific methods or materials).

Elementary and Secondary

Teaching reading and English on television.

Detroit Public Schools, Department of Educational Broadcasting. Ethel Tincher. Local support (7th grade course, U.S. Gov. and state support). Current, academic year, 1965-66.

This project presently involves a course in 3rd grade reading, 11th grade English for the average-to-below average groups, 7th grade English-Humanities, and a Great Books course for 12th grade honor students.
The purpose of the project is to use the TV medium to reach students of either below-average or above-average ability with lessons geared specifically to the ability level. Frequent change of pace and built-in interaction are important components.

Secondary

REACH: a course stressing reading and speech.

Detroit Public Schools. Marvin L. Greene. Local support. Current, academic year 1965-66.

REACH courses are a combination of reading (REA) and speech (CH). They provide opportunities for the student to learn or re-learn basic skills in reading and occasions to participate in activities that develop good oral expression. They may be additional to the regular English class or substituted for it in the junior high school. The course does not attempt equal treatment of vocabulary, spelling, grammar, and literature. It merely stresses two basic communication skills: reading and speaking.

Audio-lingual drill for development of syntactic skill in junior high school written English.

Michigan State University, East Lansing. English Language Center. James W. Ney. George Peabody College support. Current, fall 1965.

The study uses applied methods in teaching English as a second language to the training of native speakers, with the expectation of improving their facility in writing.

An English curriculum for training schools.

University of Michigan, English Dept., Ann Arbor. Daniel Fader. USOE support. March 1965-

The central method of this program is that of emphasizing English in every classroom, with each English teacher as the head of a team of various subject teachers. It has been installed and has been well

accepted at W. J. Maxey Boys Training School in Whitmore Lake, Michigan. Regular written assignments are completed in every classroom under the supervision of the English teacher directing each group, so that each student is writing a total of at least a dozen papers a week in all classes. The program is being tested by a team of consultants in psychology and education. The battery of appropriate tests of attitude and performance has three main goals: to measure any alteration in attitude toward reading and writing, to measure any changes in language proficiency, to specify the characteristics of those who respond and do not respond to the program. Tests will be given to each boy entering both the program at Maxey and the training school in Lansing which will serve as an experimental control. These tests will be selectively administered again during the school year, at its completion, and six months after the boy is released from the penal school.

MINNESOTA

Secondary

Preparation and evaluation of curricular materials and study guides for grades seven through twelve.

University of Minnesota, Minneapolis. Curriculum Center. Stanley B. Kegler. USOE support. June 1962-June 1967.

This curriculum center is directed toward the objective identification and analysis of informational and conceptual content in study guides for use in grades 7-12. It is developing relationships between a sound secondary program in language and elementary education and first college courses in language, specifying relationships between instruction in language and instruction in the four communication skills. It is developing and will disseminate explanatory brochures for use by curricular groups, publishers, and teachers of the English language and other languages. It is preparing teachers in the use of the study guides and curricular materials for pilot and experimental field tests in selected schools.

MISSISSIPPI

Elementary

Head Start reading project.

Issaquena and Sharkey Counties. Sol Gordon and Lawrence Hopp (Rutgers University, New Brunswick). Project Head Start support. Current, winter 1966.

The purpose of this evaluation plan is to compare, test and evaluate various methods of introducing reading skills to children participating in the Head Start programs in the above areas. Studies have

revealed that in Mississippi, compared to national norms, there is on the average several years of reading retardation even for the small percentage of Negroes who do complete secondary education.
Six groups of 35 children each will be assigned at random to one of six research treatments. The children will be tested on three occasions: at the beginning of Head Start, at the end of Head Start, and one year later. At each session, the child will be given the Wide Range (reading) Achievement Test, and the Draw A Man Test.

College

Preparation of materials and course of study for improving the command of standard English of entering freshman at Tougaloo.

Tougaloo College, Tougaloo. W. Nelson Francis and Robert H. Maskill (Brown University, Providence, R.I.), Beryl Bailey (Hunter College, N.Y.). Rockefeller support. June 1965-June 1968.

The Tougaloo students not only speak a dialect considered "socially inferior", but this very fact shows that they are ill-prepared to handle the language of educated discourse in which their education is to be conducted. Previous "traditional" attempts at remedial English have met with discouragement and failure on the part of the students. Modern language teaching techniques and skills will be brought to bear on this problem, and the aim will be neither to eradicate nor replace the students' native speech, but to give them in addition a command of a version of English that will not handicap them.
The program's first stage consists of a linguistic analysis of the way Tougaloo freshmen speak. In the spring of 1966, the preparation of teaching materials will begin. It will include oral and written drills, reading materials and tape recording for use in the language laboratory. Current plans call for the recording to be made by successful Tougaloo graduates.

MISSOURI

Adult Education

Missouri adult vocational-literacy materials development, teacher training and demonstration project.

University of Missouri, Columbia. College of Education. Howard Heding, A. Sterl Artley. USOE and Univ. of Missouri support. Current, fall 1965.

The project's research will enable the development of adult vocation-literacy basic materials using the initial teaching alphabet in conjunction with a traditional alphabet. The materials will be centered in vocational and daily living subject matter. There will be developed

further several volumes of intermediate reading materials on the vocational and daily living theme. These basic and intermediate materials will span approximately the grade levels 1-6.

NEBRASKA

Elementary and Secondary

English curriculum development.

University of Nebraska, Lincoln. Curriculum Development Center. Paul A. Olson, Frank M. Rice. USOE support. Current, fall 1965.

There are four points of the curriculum philosophy upon which the development of the Nebraska school curriculum is based: (1) students come first to understand linguistic, rhetorical or literary forms, through studying patterns. (2) Nebraska Center elementary English study begins with a study of children's literature of a high order. (3) Nebraska Center junior high units begin with a linguistic or literary core and move on to composition. (4) Nebraska program students finish formal study of linguistics "in isolation". After finishing junior high, the work could be described as linguistic rhetoric or classical rhetoric studies.
The seven areas of the curriculum development were originally proposed: (1) composition and the usable portions of classical rhetoric; (2) composition and its relation to structural and transformational grammar; (3) composition and the possibility of a new rhetoric; (4) composition and close reading; (5) the construction of criteria and tests for the measurement of excellence in composition; (6) the analysis of levels of student maturity at which composition habits are formed; (7) the construction of criteria and tests for the correction of themes in syntax, logic, etc.

NEW MEXICO

Preschool and Elementary

A testing program using the Frostig Visual Perceptions Test

Western New Mexico University, Silver City. Teacher Education Center. David M. Dennis. State support. Current, 1965-66.

A fairly complete testing program is being carried out using this test. Tests conducted so far include: two classes of Head Start children and the first grade and kindergarten at the Teacher Education Center. One outcome of the present research should be to signify the kind of a Head Start program which will be most effective in preparing a child to read.

NEW MEXICO

Elementary

Experimental programs with i.t.a.

Western New Mexico University, Silver City. Teacher Education Center. Lois W. Weingarten. State support. Current, academic year 1965-66.

A trial experiment was initiated in January 1965. A small group consisting mostly of second grade children who were non-readers, or were exceedingly poor in reading, were given an hour in instruction daily. Each child was pre-tested, using both the Stanford Achievement and Lorge Thorndike Intelligence tests. Post-testing will follow completion of the program.

The i.t.a. program was begun with the first grade at the T.E.C. in Sept. of 1965; this group was given the Frostig Perceptions Tests, and all but one were found to have adequate visual perceptions. Progress seems to be satisfactory. Research is being planned using localized scenes in the illustrations in the readers of the i.t.a. Investigation of this program is not complete, but every indication points to its overwhelming possibilities.

A study of teaching reading and writing through improved experiences.

Western New Mexico University, Silver City. Teacher Education Center. Evelyn Custer. State support. Data gathering complete April 1966, analysis and writing deadline June 1966.

The hypothesis of the project is: If students are given deep personal experiences, their creative writing, composition, and reading will be improved. The procedure involves students being given standardized listening and reading tests. They are pre-tested on five subjects by being asked to write a composition of at least 100 words. Errors, style and quality are determined from the first 100 words. Students are first read aloud a story on the topic, then visited by a speaker or taken on a field trip; they discuss their experiences; are asked to write a composition on the topic; then are tested on reading, speed, and comprehension. A day's reading session is allotted for each activity except field trips.
The analysis: Pre- and post-experience stories are compared to determine differences in quality of composition, creativity, and grammar; reading speed and comprehension are also compared.

NEW YORK

Preschool

The Buffalo prekindergarten project.

State University College, Buffalo. Campus School. Benedict J. Surwill,Jr. College public school, State Dept. of Education support. 1965-66.

This project has been underway two years. The objectives of the research program are to provide six weeks of enriched learning experiences for two classes of prekindergarten children from a culturally deprived area in the city of Buffalo. These experiences would be designed to enable the children to make better social, emotional and educational adjustments in their beginning school careers and in their ensuing school years.
For the most part, these children are handicapped in the communication skills. Therefore the major emphasis of the program has been placed on developing communication skills. It is hoped that the research can continue for five years, providing six weeks of summer experiences at the Campus School and in turn recording the progress these children make in their own neighborhood schools.

Elementary

All projects and activities listed below, unless otherwise specified, are being conducted at the Institute for Developmental Studies, New York Medical College, New York City, under the direction of Martin Deutsch and others. Sources of support unknown.

The effectiveness of training retarded readers in the auditory perceptual skills underlying reading.

Other studies have indicated a relationship between deficiencies in auditory discrimination and reading retardation. In this study four areas of training are being emphasized: sound recognition, sound discrimination, attentiveness, and memory. In addition a battery of four diagnostic reading tests are being used.

The effects of psychoactive agents on remedial reading performance.

This study measured the effects of Atarax (hydroxyzine hydrochloride) on the performance of low socioeconomic status retarded readers undergoing remedial reading instruction and on the skills underlying and related to reading. Hypotheses: (1) that by the time a retarded reader reached 5th or 6th grade, he would have anxiety and negative feelings about reading, and that a tranquillizing agent could be helpful; (2) that if psychoactive agents influenced the reading itself. Comparisons were made of the patterns of perceptual and cognitive abilities in retarded and nonretarded readers. No stable differential reading improvement was noted in the drug group. Hydroxyzine is apparently not a useful adjunctive agent in treating reading disability, but may be useful in improving underlying skills, as visual field orientation improved in the drug group.

The enrichment program for disadvantaged children.

This is an attempt to reverse the effects of social deprivation, and is also an experimentally evolving "workshop" in which curricula and techniques necessary to prompt such a reversal are introduced, refined, evaluated. Curricula based on this research are being designed for preschool through 3rd grade classes. Specific purposes are: (1) to develop a curriculum in language, math, science, reading skills, and concept formation; (2) to determine to what extent ability patterns are responsive to the program, and related to patterns of environmental deprivation; (3) to determine how the program will influence and modify the performance and later achievement of children; (4) to determine whether the experience provided by the program will promote positive attitudes toward society, the self and raise aspirations; (5) to develop a teacher training program based on an understanding of the deprived child; (6) to promote an early parent-school interaction to encourage parents to reinforce goals. At present, more than 300 children are enrolled.

The Reading Prognosis Test.

This test was developed to predict a child's future reading competence on the basis of his underlying reading skills, as well as to diagnose for further work particular skill deficiencies a child may have. Three areas are measured: language, perceptual discrimination and beginning reading skills. For language, the two subtests are Meaning Vocabulary, and Storytelling. For perceptual discrimination, the three subtests are Visual Discrimination, Visual Similarities, and Auditory Discrimination. For beginning reading skills, two subtests are used, Alphabet Letters and Auditory Sight Vocabulary.
The test is individually administered to end-kindergarten or beginning-1st-grade children. The present version of the test is being prepared for final standardization and should be ready for publication in 1967.

The remedial reading program.

The Institute has been carrying on a remedial reading program since its inception, since reading retardation is a primary manifestation of the learning disabilities of children from disadvantaged urban neighborhoods. A Reading Center is maintained at the Institute, and tutoring is carried out in local schools. Particular efforts have been concerned with evaluation and training programs, and the staff has been able to study reading disability in its natural setting, and to apply resources and advantages not normally found there. The Reading Prognosis Test was constructed here. An important investigation has been the evaluation of reading achievement in the higher elementary grades, the studies have been made of existing tests and their relevance to socially deprived children. Different types of tests have been used and evaluated.

Research on pre-reading skills using a computerized typewriter.

The instrument being used is the Edison Responsive Environments Instrument, which can be programmed with any desired sequence of words or letters. The child is presented with a stimulus that indicates which letters to depress on the keyboard. Only the correct letter can be typed. An attached slide projector enables the presentation of pictures and words, and a sound component allows the experimenter to record encouraging remarks during the course of a programmed lesson. This study is seeking to produce materials with a defined use for beginning reading and prereading instruction. So far, pilot studies have sought to determine the most efficient and effective methods of using ERE to teach sound/symbol correspondence and the best method of introducing the child to the 26-letter alphabet with respect to the number of letters per lesson among which the child is required to discriminate. The ERE seems to be particularly suitable for providing the disadvantaged child with skills basic to learning to read, since it provides some of the most important characteristics of a responsive environment.

The role of visual and auditory efficiency in reading.

Problem: How to teach 1st-graders to read in the most efficient way, whether they are equally proficient in auditory and visual skills, and if not, whether learning would proceed more quickly if the materials employed were to maximize a child's capacity in a given task. This study was undertaken in the hope of answering these questions by exploring the relationships between auditory and visual functioning on the one hand, and reading achievement on the other. The notion of a developmental lag in the perceptual ability of retarded readers was substantiated, suggesting that the study of these abilities is important in seeking the causes of reading retardation. Measurements of these perceptual skills among batteries of tests for children entering school might aid in early diagnoses of deficiencies. Work should be carried out on whether such deficiencies are amenable to training.

The telephone study: verbal behavior of children with reading and language difficulties.

Forty-two socially disadvantaged children were asked six general questions. Interviews were held in kindergarten classrooms. The child sat with his back to the interviewer in a booth, and dialless telephones were used. Questions and answers were taped. The first study explored the efficacy of taped telephone interviews in obtaining representative speech samples. Three variables were analyzed: the degree to which the child used more than routine, unelaborated, factual responses; his ability to make himself easily understood; his use of complete sentences or complete phrases as against single word and fractionary answers. The children who had received the enrichment performed consistently better than the others. Further study will take place on the changes in the use of language. Currently, 42 boys

and girls of nursery school age have been divided into three groups of 14 each: enrichment children with telephone experience throughout the year; enrichment children with three months telephone experience; control children with no telephone experience. The data are not fully analyzed; it is planned to develop guidelines for using the telephone as a language enrichment technique for children from nursery school through first grade.

Experiments on four aspects of reading skill and its attainment.

Cornell University, Ithaca. Graduate Psychological Laboratories. E. J. Gibson. USOE support. Current, 1965.

Current research is now concerned with experiments on search strategy and detection with graphic materials. The experiments were begun in 1965 and are developmental, comparing children in the second, fourth and sixth grades. The effects on search of background material (high and low confusion) and of multiple targets as compared with a single one are at present under study, targets in the experiments being single letters. The effect of cross-modal interference (auditory-visual) will be studied next. Individual differences as well as developmental interactions will be examined and related to IQ and, especially, reading achievement.

Studies of various (oral) aspects of reading.

Cornell University, Ithaca. Laboratory for Research on Language Skills. Harry Levin. USOE support. Current, fall 1965.

The studies are a series of experiments on oral reading which represent attempts to externalize the process of reading. The researchers took oral reading as an index which will be common to a series of experiments. The reading process was inferred from the ways in which the common index (oral reading) varied with systematic variations in the stimulus materials. Initially, single words were exposed and the latency of (the child's) response (in each case) was measured, in other words the time from the appearance of the word to the point at which the child finally reads out the word was measured. Later studies are planned which will extend the present studies to include words of various morphological forms, phrases, sentences, connected discourse longer than a sentence, etc.
The eventual goal of the studies is that findings from the classroom situation can be tested more precisely in the laboratory setting, and in turn, the experiments will help to provide a clear understanding of the nature of reading in the classroom.

The relationship between phoneme blending of nonsense syllables and silent reading achievement among elementary school children.

New York University, Dept. of Educational Psychology, New York. *Miriam Balmuth. No formal support. Current, Nov. 1964-Oct. 1965.

The study was undertaken to develop a test to measure "phoneme blending of nonsense syllables" and to examine the relationship of this ability to silent reading achievement, as well as to age, sex, and ethnic origin. Reliability and validity were established for the test, which was administered to 252 randomly selected New York City elementary school children in grades one through six, with normal hearing levels. Silent reading tests were administered to the 210 children in grades two through six. Correlations between the phoneme blending test scores and the variables of silent reading achievement test scores age, sex, and ethnic origin were obtained and then studied for statistical significance.

The effect of direct instruction in vocabulary concepts on reading achievement.

New York University, Dept. of Educational Psychology, New York. *Janet E. Lieberman. No formal support. Current, 1965.

The purpose of this study was to evaluate the effects of teaching vocabulary concepts through direct experience and through conventional instruction on reading achievement and on concept achievement in two fifth grade groups in a private school setting.
Reading achievement and concept achievement were evaluated at the beginning and conclusion of the experiment, the former by the Iowa Reading Test, and the latter by a concept achievement scale derived from the student's verbatim responses to 20 vocabulary words. The concept responses were checked independently by two judges.
The control and experimental groups both made significant progress in reading achievement and in concept achievement. There were no significant achievement differences between the groups, but the experimental group showed higher gains in concept achievement.

A study of the effectiveness of i.t.a. with beginning readers in contrasting curricula.

State University College, Oswego. Reading Center. Robert Canfield. Research Foundation, State Univ. of New York support. Current, academic year 1964-65.

This study is aimed at examination of the usefulness of i.t.a. with children using contrasting approaches to beginning reading instruction--basal reader approach vs. the language experience approach. In addition, information on the relative efficiency of early and late transition to traditional orthography will be sought.

An investigation of the differences in reading performance on two tests of reading.

Syracuse University, Syracuse. Reading and Language Arts Center. *Robert Leibert (State University College at Fredonia). No formal support. 1964-fall 1965?

The purpose of this investigation was to identify some of the differences in reading performance as measured by the Gates Advanced Primary Reading Tests and an informal reading inventory. Attention was focused on dissimilarities in (1) the criteria used in scoring and (2) the test composition which affects the type of reading performance measured and the interpretation of this performance.

A comparison of three methods of teaching reading in the second grade.

Syracuse University, Syracuse. Reading and Language Arts Center. William D. Sheldon. USOE support. 1965-66.

This study will test the hypothesis that there is no difference among the effects of three kinds of reading instruction on the ability of children completing the second grade to analyze new words, to recognize words taught, and to read with comprehension. Comparisons will take into consideration sex differences and the effect of instruction at the end of certain time periods. The three types of materials being used include a basal reading program, a modified linguistic approach and linguistic readers.

Testing oral reading achievements of native-born American-English speaking first grade children.

Woodmere Academy, Woodmere. *Frances Lief Neer, Neil Postman (New York University). No formal support. Current, 1965.

The program includes the testing of oral reading achievements of native-born American-English speaking first grade children when Instruction in Intonation, a linguistic concept, is included in the program.

Elementary and Secondary

A program for the preparation, testing, and demonstration of materials for the teaching of reading and writing, K-12.

Columbia University, Teachers College, Dept. of Languages and Literature. Robert L. Allen, Edward M. Ouchi (Center for Urban Education, 33 West 42nd St., New York). Center for Urban Education support. Current, winter, 1966.

The materials to be prepared in this program will be based upon an approach to the teaching of grammar that has been developed by Robert L. Allen.

Secondary

An exploratory study of the relationship between certain aspects of sentence structure and the overall quality of 10th grade writing.

Columbia University, Teachers College, Dept. of Languages and Literature. Robert Potter, Robert L. Allen. No formal support. Current, academic year 1965-66.

The immediate aim of the study is implicit in the title. The purpose is to make a start on determining which aspects of sentence structure appear to warrant inclusion in the curriculum on the basis of their possible effects on composition improvement. After securing 40,000 words of 'good' and 'poor' student writing, the investigator made a contrastive analysis of selected structural features according to the 'sector analysis' grammar of Robert L. Allen. Some 30 structural differences of apparent significance were found. Also, some of the concepts and investigatory techniques of earlier investigators working with mature and immature student writing were found to be of little value when focus is put on 'good' and 'poor' writing written by students in the same classes and of approximately equal ability.

Development of reading and English language materials for grades 7-9 in depressed urban areas.

Hunter College of the City University of New York. Gateway English Project. Marjorie B. Smiley. USOE support. Aug. 1962-Sept. 1967.

The purpose of the Gateway English is that of the title above. The project is now in its third year. The first year the work was largely exploratory; little research had previously been done, so much field work was to be done before major strategies could be formulated. The second year curriculum materials were developed: handbooks for teachers; curriculum units which utilized contemporary settings, main characters from minority groups, and activities which emphasized practice in problem solving; plus a bibliography of supplementary books.
Presently the seventh grade units are being pre-tested in a selected group of New York City Junior High Schools. In 1966 the project expects to complete its curriculum units for the 8th and 9th grades and prepare materials with more advanced content and reading level are planned.
A pamphlet is being considered which will discuss social dialects and suggest ways of integrating the study of these dialects into junior high school English courses. The six curriculum units prepared by Gateway English staff can be purchased from the study center for examination and for use in curriculum libraries.

Verbal learning sequences with retarded readers.

New York University, Dept. of Educational Psychology, New York. *Leonore Ringler. Pi Lambda Theta Fellowship support. Completed fall, 1965.

This study investigated the effectiveness of using programmed instructional materials in reading with retarded readers at the junior high level. Specifically, the research attempted to answer the following questions: (1) What groups of pupils benefit most from using programmed materials? (2) What response made (overt or covert) is most effective?

A center for demonstrating the teaching of reading to students in grades 7-12.

Syracuse University, Syracuse. Reading and Language Arts Center. William D. Sheldon, Margaret J. Early, Harold L. Herber. USOE and local support. May 1963-Aug. 1966.

The purpose of the demonstration center is to provide an example of how a public school and university can share the responsibility for continuing teacher education. This demonstration is related to the developmental reading program in grades 7-12 of the Jamesville-DeWitt Central School District. It is related also to the teacher education program in English and reading at Syracuse University. Specifically, the demonstration project is (1) developing a series of films for use in methods courses in the teaching of reading in the secondary school; (2) in the course of producing these films improving instruction in reading in the developmental program of the demonstration school; (3) refining materials and methods for teaching pre-service and in-service teachers of reading in the junior and senior high school; (4) for providing a school setting where practices in teaching, in classroom management, the utilization of staff, and the role of a public school in teacher education can be viewed by visitors from comparable school systems and from teacher education institutions.

Secondary and College

Buffalo English linguistics project (pilot study in the development of a sequential program in English structure, the applied areas of spelling, punctuation and composition).

State University College, Buffalo. Henry J. Sustakoski, Henry Lee Smith. USOE support. 1962-65, pilot study current winter 1966.

Phase I of this project (a comparative statistical study of the relative efficacy of a linguistic approach versus the traditional method of English study) was completed at the State Univ. at Buffalo during the period 1962-65. Preliminary work for Phase II of the project (the Pilot Study) is presently being carried on in freshman classes

at the State Univ., at St. John Fischer College in Rochester, and at Williamsville and Gates-Chili High Schools. The supporting senior academic staff includes: Hans Gottschalk of the State Univ. College at Geneseo, Julian Granberry of St. John Fischer College, and Wilmer Trauger of the State University College at Potsdam.

College

The application of linguistic description and oral pattern practice in remedial English composition.

State University College, English Dept., Oswego. John Charles Fisher. Support ? Current, fall 1965.

The purpose of the study has been to measure the effectiveness of an experimental method of teaching syntax and morphology in remedial English composition in college. The major errors of the experimental group were remedied by oral pattern practice lessons designed by the writer. Sample lessons (similar to those used at the English Language Institute of Univ. of Michigan to teach English as a foreign language) illustrate the technique that was used to teach the experimental group. A control group was also taught, but with a conventional textbook. The statistical findings bear out the hypothesis that oral pattern practice lessons based on a linguistic description of the students' errors are more effective in teaching syntax and morphology to remedial students than the traditional textbook methods are. The control and experimental groups were measured by means of pre- and post-test scores, changes in rank order, and the subjective grading of papers, and all measurements prove the greater effectiveness of the experimental method. The study has been accepted for publication by Mouton & Co. under the title Linguistics in Remedial English.

Review of curriculum for liberal arts English majors and for professional secondary English majors.

State University College, Division of Humanities, Plattsburgh. Carl Engelhart. State support. Current, 1965-66.

The project undertaken is to assure a high-quality program in English for both the general major and the future high school teacher of English, particularly emphasizing the provision for the latter of a broad and academically sound groundwork in the liberal arts as well as the proper specific studies of a prospective teacher.

In-service program for teachers of reading.

State University College, Potsdam. Clifford Kolson, Reading Center; Kelsie B. Harder, English Dept. USOE support. Current, 1965-66.

The principal objectives of this program are those of improving the quality of classroom instruction and of introducing newer ideas. Methods used include lecture format, demonstration and practicum. The evaluation will make use of pre- and post-testing techniques, survey, and general observation of classroom carry-over.

NORTH CAROLINA

Secondary

Testing reading materials for under-achieving 8th grade boys.

North Carolina Advancement School, Winston-Salem. H. Naugle, T. Katz, B. Cartwright. State, USOE, Carnegie Corp. support. Current, 1965-66.

This work was begun by testing the relative merits of objective and subjective materials for 8th graders. At present work is being concentrated on the subjective approach and on doing work in the area of using various art forms as stimuli.

Developing a reading clinic program for under-achievers.

North Carolina Advancement School, Winston-Salem. Reading and Communications Clinic. Earl Russell. State, USOE, Carnegie Corp. support. Current, 1965-66.

Work has been done in setting up a clinic within the Advancement School on perfecting procedures for dealing with under-achievers. Students in the clinic read from six to two grades below class level. A controlled experiment is being conducted to see whether the "small group" clinic approach can be duplicated in a group as large as twenty.

OHIO

Elementary

An investigation of critical reading ability of elementary school children.

Ohio State University, Columbus. College of Education. Willavene Wolf, Martha King, Charlotte Huck, Bernice Ellinger. USOE support. 1963-Dec. 1966.

The objectives of the project are the following: (1) to refine and verify a description of the desired behavior of a critical reader; (2) to survey and pilot test techniques, materials, and activities for developing critical reading which might be adapted for use with elementary school children; (3) to determine if critical reading can be taught in grades one through six at the same time normal instruction in the basic skills and interest in reading are maintained; (4) to investigate the problems involved in such an undertaking; and (5) to determine what pupil characteristics are related to critical reading.
The procedure will be as follows: There will be four phases to the study. The first phase is to verify the tentative definition of critical reading by a panel of experts. The second phase is to build a catalog of successful techniques for teaching critical reading, while the third phase is to develop tests and materials. In the fourth or experimental phase a pre-test, post-test, control group design will be utilized. Students in 24 classrooms, four at each grade level, will serve as subjects for the experiment. Appropriate statistical techniques will be applied.

A pilot study comparing two i.t.a., two Words in Color, and two basal reading programs.

Rocky River Public Schools, Curriculum Dept., Rocky River. Harriet Bentley. Local support. Current, 1965-66.

This is a relatively small pilot study being conducted within the limits of the regular testing program. At the first grade level the Metro Readiness, the Lorge-Thorndike IQ, and the Stanford Achievement tests have been administered. The second grade will be given the Stanford test in May and next year the third graders will be given the Stanford test. The various items are compared as well as totals.

Lippincott basic reading program.

Barberton Public Schools, Child Study and Guidance, Barberton. C. C. Sims. Local support. 1963-66.

This project will continue to expand at the end of its three year period to test the Lippincott Basic Reading Program at all levels of abilities and socio-economic levels. The purpose of the project is to test the Lippincott Basic Reading Program in comparison with the look-say method of reading instructions. Method of comparison has been twofold, an experimental school as compared to a control school with reading achievement scores presented as medians and a matched pair study with sex, age, mental age and IQ being used as a basis for matching. Matched pairs are given reading achievement tests and the results subjected to statistical analysis to determine confidence levels as to whether a true difference exists between the types of reading instruction.

Secondary

A comparison of the reactions of culturally rich and culturally deprived seventh grade pupils to a specific reading experience.

University of Cincinnati, School of Education. Helen J. Caskey. No formal support. Current, 1965-66.

A reading test will be constructed and given to selected subjects at the seventh grade level. Plans for collecting data also include recording pupils' free responses to paragraphs in the selections read. It is hoped that some information can be secured concerning the pupils' reactions to character, setting, some aspects of the writer's style, mood, and purpose. (Data will be collected and analyzed by June 1966).

A comprehensive program in English for the 7th, 8th, and 9th grades: literature, language, composition.

Western Reserve University, Cleveland. Project English Demonstration Center. George A. Hillocks, Jr. USOE support. Current, 1965-66.

The English curriculum at Euclid Central Junior High School deals with all the aspects of learning generally subsumed under the broad title of language arts, but its major emphasis is the development of the student's ability to read and analyze independently. There are eight major phases. Thematic units are based on concepts which are widely applicable to understanding the literature of our culture, works of high interest are selected and their principles related to the student's experience. The unit concepts are developed inductively to involve the students in thinking rather than memorization of facts. Students are gradually weaned from teacher direction. Small work groups are used, rather than whole classes. There are three tracks - remedial, average, and gifted, and works of varying difficulty are offered within each class. Poor readers and writers are grouped in remedial classes. Composition is an integral part of each unit.
This curriculum project is an attempt to incorporate the tripod idea of language, literature, and composition of the CEEB and NCTE English Commissions. The tripod was primarily designed for college and college-bound students no younger than those in grade 9; however, it is appearing to be quite successful in this project.

OKLAHOMA

Secondary

Teaching English usage: an aural-approach.

Tulsa Public Schools. Paul I. McCloud, Dorothy Knappenberger, et al. Local support. Current, 1965-66.

This pilot program was begun during the academic year of 1965-66 in four 10th grade English classes. It employes the listening speaking approach to the teaching of English usage. The teachers used 14 taped lessons of Dr. Ruth Golden of Detroit plus several of their own to teach oral expression with tape recorders and a language laboratory; an overhead projector was also utilized. The four experimental classes were paired with four control classes. A conventional reading-writing approach, except that in the experimental classes greater emphasis was placed on usage and more time spent on oral drill. The program appears to offer special promise in the teaching of boys and is no less effective with girls.

OREGON

Secondary

Team teaching of Honors English.

Bend High School, Bend. N. Bethany, J. Oyler, Laurie Smith. USOE support. Current, 1965-66.

Several unique features characterize the procedures and the content of this experimental program: (1) the curriculum is arranged on an articulated three year basis, employing a modification of the spiral curriculum of Jerome Bruner; (2) the program contains high-ability students from the 10th, 11th, and 12th grades, participating in all phases of the program together; (3) the literature materials, included as required or recommended reading, encompass both an unusual chronological range and an usual range of topics, style, and point of view; (4) special emphasis is placed on accomplishment of several valuable, but often neglected educational objectives.

An integrated course of study in language, rhetoric, and literature for grades 7-12.

University of Oregon, Eugene. Curriculum Study Center. Albert K. Kitzhaber. USOE and state support. Current, 1965-66.

The Oregon Curriculum Study Center, now in the fourth year of a five year contract, is preparing an integrated course of study in language, rhetoric, and literature for grades 7-12. It is not a program for elite students alone but is intended to embrace all but the bottom 15 or 18 per cent of the secondary school population, those students for whom an entirely different kind of curriculum must be devised if their needs are to be realistically served. The language curriculum includes a variety of information about language, but is mainly a sequential and rigorous course in transformational grammar, beginning in the 7th and extending through the 12th grade. The first four years of this curriculum are already complete, and the last two are being prepared at the present time.

College

Application of structural linguistics to reading and writing.

Southern Oregon College, English Dept., Ashland. Robert Ian Scott. State support. Current, 1965-66.

Applications of structural linguistics at Southern Oregon College fall into three categories: (1) Regular scheduled courses-a course entitled The Nature of English for future teachers of high school English, (2) workshops-a course entitled Using Transformational Grammar to Teach Writing for high school English teacher based on the rhetoric text now being written by Robert Ian Scott, (3) research-the preparation of a rhetoric text using a simple substitutional and transformational grammar.

PENNSYLVANIA

Elementary

The relationship between instruction in the suprasegmental phonemes of pitch, stress and juncture and the reading comprehension of students in the 6th grade.

Bloomsburg State College, Dept. of English and Linguistics, Bloomsburg. *Norma Moyer, T.G. Sturgeon. No formal support. Recently completed.

The purpose of the eighteen-day program, conducted at Hazelton High School, was to improve oral expression and comprehension by bringing to the conscious level of the students their own natural speaking habits involving stress, pitch, and juncture, and encouraging the students to apply their discoveries to oral reading. The students learned the Trager-Smith notation system for the suprasegmental phonemes, with a few modifications. Words, phrases and sentences were adapted from standard classroom materials to illustrate such topics as double-cross juncture, double-bar juncture, etc.

Educational improvement program.

Philadelphia Board of Education. Roy Kress, Majorie Johnson. Local support. Current, fall 1965.

This recently completed research was a continuation and extension of the study completed in 1962-63. It has two major aspects: a continued evaluation of the results achieved in reading and arithmetic in the EIP schools and comparison of these results achieved with a 1962-63 1st grade population and a comparison of the results achieved in certain EIP and Ford Foundation schools. In conjunction with these basic comparisons, interrelationships among various test findings and other pertinent factors were investigated.

A comparison of two methods of teaching beginning reading.

Philadelphia School District. Rosemary G. Wilson, J. Wesley Schneyer (Univ. of Pennsylvania) USOE support. 1965-67.

The first year of the project has now been completed and an additional grant has been made to continue the research for two more years until the children have completed the primary grade unit. The series of linguistic readers being used are those developed by Dr. Charles C. Fries, Mrs. R. G. Wilson, and Mrs. M. Rudolph. They are being compared in effectiveness with the basal reader.

Factors affecting learning to read.

State Department of Public Instruction, Harrisburg. Bureau of Research. Robert B. Hayes. USOE support. 1963-July 1968.

The objectives of the study are the following: (1) to ascertain which of

several methods of teaching beginning reading produces significant differences in reading achievement; (2) to find out which of several methods of teaching beginning reading results in significant differences in student attitude toward reading; (3) to determine which of several methods is best for children of different ability levels; (4) to decide what are the teaching characteristics of primary teachers whose students learn to read with above average success in relation to their native ability, (5) to find out what are the teaching characteristics of primary teachers whose students consider reading as their favorite subject, (6) to decide what is the influence of the home on learning to read.
Four different methods of teaching reading are being contrasted. The treatment variables are: (1) a phonic, filmstrip, whole-class approach; (2) a whole-word, ability grouping, basal reader method; (3) the preceding approach supplemented by a phonics program; and (4) the initial teaching alphabet.
Results to date show that generally the i.t.a., Phonics and Word Power, and Lippincott programs appeared to get pupils off to a faster start in silent word reading, word study skills, and spelling than did the basal "whole word" eclectic approach of Scott, Foresman Company's program.
The need for a longitudinal study was indicated.
Generally the i.t.a. approach appeared to produce higher achievement than did the other three programs with the average and below ability groups. For the high ability group, i.t.a. and Lippincott programs usually produced higher achievement than did the other two programs used in this study. Other research planned for the future will be to determine which types of organized feedback (pupil-teacher ratings, interaction analysis, or pre-test results) to teachers will change the teaching behavior of teachers.

Comparison of the Basal and the coordinated Language Experience approaches in first grade reading.

University of Pittsburgh, College of Education. Donald Cleland, Elaine Vilscek. USOE support. Current, fall 1965.

The major objectives of the proposed research are to determine the effects and outcomes of teaching beginning reading to superior pupils from three levels of social strata by two different methods, namely: the Basal approach and the coordinated Language-Experience approach. More specifically, the aims of this study are: to list clearly and completely the desired outcomes for superior pupils, to isolate and describe elements of teacher-pupil behavior which seem crucial to the achievement of desired learning outcomes, to select and devise materials and means of measuring progress toward desired outcomes, to inspect the range of individual and group variance in total language growth, to evaluate the predictor potential of various readiness factors, to determine if there are significant differences in the demonstrated creativity of superior children learning through two different methods and to determine if there are significant differences in the social integration of pupils under two different approaches.

Vocalism in silent reading.

University of Pittsburgh, College of Education. Donald Cleland, James Laffey. USOE support. Current, fall 1965.

The prime purpose of the research is to determine the incidence of implicit speech during the silent reading process. The secondary purpose is to determine whether implicit speech aids or hinders silent reading.

Secondary

Program to extend curriculum materials in English for the able to a wider student group.

Carnegie Institute of Technology, Pittsburgh. Robert C. Slack. USOE support. Aug. 1964-Sept. 1966.

The Carnegie Institute of Technology has been engaged in a Co-operative Research Program to develop curriculum materials for able students intending to go to college. This project attempts to adapt these materials for use of the general 10th, 11th, and 12th grade students in cooperating high schools. Secondly, it attempts to see if the revised courses can be taught effectively by average teachers after a short program of in-service training.

ETV course for 9th graders: language, sense and structure.

Pittsburgh Board of Education. M.L. Molyneau, L.M. Grose, et al. Local support. Current, 1965-66.

The program was initiated by a half-day workshop for all teachers of ninth grade English. The ETV series was planned primarily as an in-service training project because teachers are learning as they follow the television presentation and the detailed lesson plans prepared by the ETV teacher, Robert Berkebile. A committee is currently at work preparing a course in linguistics for the 10th grade to be used next year.

College

Analysis of taped contents and methods used by English and reading teachers to instruct disadvantage youth, pre-and post-NDEA institute courses.

Pennsylvania State University, Dept. of Secondary Education, University Park. John Withall, Edward Fagan. State support. Current, fall 1965.

The purpose of the analyses of the pre-and post-institute tapes is to discover what changes in contents and techniques occurred among thirty teachers of English and reading selected for an NDEA institute for teachers of disadvantaged youth. Content of the institute courses focused on linguistic techniques for teaching English and reading as such techniques were recommended by LeFevre, Fries, and Postman in their respective texts on the topics.

PUERTO RICO

College

A grammar of contemporary American English.

University of Puerto Rico, Rio Piedras. Ralph B. Long, Dorothy Long. No formal support. Current, 1965-66.

This project is attempting to make a grammar of contemporary American English which will be as simple and yet as complete as possible for use in advanced courses in colleges and universitites.

SOUTH DAKOTA

College

Developmental reading: a freshman course in remedial reading.

Southern State College, Sprinfield. Division of Language and Literature. Randall J. Buchanan. State support. Current, 1965-[illegible].

This course is required of all entering Freshmen if their reading competency falls below a predetermined level. Attempt is made to increase both reading comprehension and reading rate.

TENNESSEE

Elementary

An American adaptation of the Pitman i.t.a.

George Peabody College for Teachers, Nashville. William J. Griffin. Carnegie Corporation support. Jan. 1965-Oct. 1966-

The goals of the project are the following: (1) to develop a simplified and appropriate initial teaching alphabet based on relative frequencies of phoneme-grapheme correspondences in an elementary reading vocabulary as pronounced in a Southern Midland dialect; (2) to explore the uses of such an i.t.a. in teaching reading to varied types of children, including the mentally retarded and the emotionally disturbed non-readers.

Elementary and Secondary

A transformational analysis of the language of elementary and secondary school children.

George Peabody College for Teachers, Nashville. Roy O'Donnell (presently at Univ. of N.C. at Greensboro), William Griffin, Raymond Norris. Carnegie Corporation support. March-Oct. 1965.

This was a basic research study which sought to expand the methods pre-

viously applied to written composition by Kellogg W. Hunt. The goals of the study are the following: (1) to explore possibilities of identifying reliable indexes of children's development toward maturity in language production, (2) to find out more about charateristic sex, age-grade, and mode (speech and writing) differences in children's exploitation of syntactic resources of their language.

Secondary

The speech of Negro high school students in Memphis.

LeMoyne College, English Dept., Memphis. Juanita Williamson. No formal support. Current, 1965-66.

The study's immediate purpose is to determine (if possible) what percentage of the students in three Negro high schools in Memphis use substandard forms of English and what these forms are. A comparative study will be made of the students' substandard forms with those of students in classes for the academically talented. The long range goal of the project is to describe the students' substandard speech features and to then proceed to develop materials for use in teaching standard to substandard high school speakers.

TEXAS

Elementary and Secondary

Language stimulation programming for the individual pupil.

Galena Park Independent School District, Galena Park. F.E. McGahan, Faye Buxton. USOE, Institute of Education Research, and local support. Current, fall 1965.

The overall program encompasses all of the areas of exceptionality, which include nine categories. Two specific methods are being employed: Progressive Choice as a basic reader, both the basal and accelerated (a method designed by Dr. Woolman of the Institute of Education Research in Washington, D.C. and now being published by SRA); the Frostig Visual-Motor Perceptual Training Program as a second method.

Linguistics for English teachers.

Texas Education Agency, Austin. Division of Program Development. Dorothy Davidson. USOE and local support. Current, 1965-66.

This is a short course introducing secondary English teachers to linguistics, taught in twelve centers for no college credit. The syllabus for the instructors was prepared by Dr. Troike of the University of Texas. A study guide for participating teachers summarizes the lectures, suggests reading assignments and numerous applications for secondary English classes. A parallel course for elementary teachers will be offered for the first time in the spring of 1966.

Secondary

Revision of language arts curriculum guide and supplementary materials.

Dallas Independent School District. Grace E. Wilson. Local support. Current, 1965-66.

The main purpose of the current revision is to update teaching of the English language. The grammar material will be mostly structural. Some concepts of generative theory will be included. Units to be included will deal with dialects, the history of English, lexicography, and semantics. The work on the revisions is done by committees of teachers under the direction of the Secondary English Consultant. Much of the revision will be influenced by "Linguistics for English Teachers" a study prepared by Dr. Troike of the University of Texas in cooperation with Dorothy Davidson and other members of the Texas Education Agency.

ETV series: English composition.

Houston Independent School Districts. Ruth Reeves, Betty Lester, Dorothy Sinclair (Gulf Region Educational Television). Local support. Current, 1966.

The project is not directly related to the study of linguistics, but to the development of audio-visual aids for use in the teaching of English. The series consists of 5 one-half hour programs devoted to writing description, three to narration, and seven to exposition. The teacher deals also with sentence structure.

College

University of Texas reading improvement program.

University of Texas, Austin. Patricia Heard. State support. Current, 1965-66.

This program is comprised of multi-level classes designed to increase a college student's efficiency in various reading and study skills. Its ultimate goal is to develop the ability and maturity to select and use appropriate reading skills for the varied reading tasks facing today's students.
The Reading Improvement Program takes factors such as vocalization, which causes adults to read slowly, into consideration in structuring its classes, designed to develop flexible reading speeds. Daily drill periods (in and out of class) involve very rpaid pacing through reading materials at extremely uncomfortable speeds which prevent vocalizing and demand the exclusive concentration of the student on the comprehension task at hand. Various self-pacing methods are used for most of these drills, but mechanical pacing devices are used periodically in classes and are suggested for intensive use by some students outside of class. These drills involve the use of very difficult reading materials in order to develop flexibility of speeds and in order to encourage students to make mature decisions concerning the appropriateness of "speed-reading" techniques.

VIRGINIA

Elementary and Secondary

English language study project.

Arlington County Public Schools. R.C. Simonini. Local support. Current, 1965-66.

This project is an investigation to determine the most effective activities for preparing teachers to conduct classroom experiences in linguistics and other approaches to English language study, to select and develop curriculum materials, and to combine these elements in a sequential program for teaching the nature and structure of the English language. Its purposes are to up-date elementary and secondary teachers of English and reading with knowledge of descriptive and historical linguistics, to evaluate and develop teaching materials, and to indicate appropriate sequences for introduction of curriculum materials and activities for grades K-12.

Adult Education

Laubach literacy method.

Northern Virginia Literacy Council, Alexandria. Charles D. Martin. Self-supporting. Current, 1965-66.

The literacy council of northern Virginia is a volunteer group using the Laubach Literacy methods and devoting its energies almost entirely to the teaching of adult illiterates. There are approximately 250 teachers trained in the area. At present the group has approximately 90 teacher-pupil combinations under way.

WASHINGTON

Elementary

A two year longitudinal study to determine the ability of first grade children to learn to read in the early i.t.a. program.

Western Washington State College, Bellingham. Reading Clinic. Robert McCracken. Local support. 1965-66.

The primary purpose of this study is to evaluate the Early-to-Read i.t.a. Program over a two year period in first and second grade. The secondary purposes are to evaluate the individual's rate of learning to read and the relationships of intelligence and reading readiness to success in learning to read under the Early-to-Read i.t.a. Program.

College

Curriculum revision and evaluation: linguistics in the undergraduate and graduate English programs.

Western Washington State College, English Dept., Bellingham. R.D. Brown. No formal support. Current, fall 1965.

The study entails expansion of applied English linguistic courses in the M.A. and M.Ed. programs and a proposal for an interdepartmental program of general linguistics.

WEST VIRGINIA

College

Guided studies for college freshmen.

West Virginia University, Morgantown. Reading Center. Eddie Kennedy, Juanita Fields. USOE support. Current, academic year, 1965-66.

This is a study which attempts to prevent failure in college freshmen classes through giving special instruction in study skills and reading and/or by reducing academic loads during the first semester. A comparison is being made between a control group and an experimental group. Approximately four hundred students are involved.

WISCONSIN

Preschool and Elementary

The Clymer-Barrett Prereading Battery.

University of Wisconsin, Dept. of Curriculum and Instruction, Madison. Thomas Barrett, Theodore Clymer (Univ. of Minnesota). No formal support. 1963-66.

The Clymer-Barret Prereading Battery is designed to be a predictive as well as a diagnostic instrument for use in kindergarten and 1st grade. The test will be published in the fall.

Elementary

An experimental study of the group vs. the one-to-one instructional relationship in first grade basal reading programs.

University of Wisconsin, Madison. Committee for Research in Basic Skills. Theodore L. Harris, James B. MacDonald. USOE support. Current, 1965-66.

The purpose of this study is to examine the relative effects of two modes of structuring the basic interpersonal context during reading instruction periods in the first grade basal reading program. The modes of classroom

structure to be compared are in ability grouping versus a one-to-one instructional relationship. The central hypothesis of the study is: if children, using typical basal reading materials, experience a one-to-one instructional relationship with the teacher rather than ability grouping, then achievement in reading will be significantly greater and attitudes toward reading and school learning will be more positive. Additional questions related to aspects of the study will be examined.

A-V saturation study, grades K-3.

Wisconsin State University, River Falls. Ames Laboratory School. Daniel Brown, Wilbur Kalinke, Robert Krueger. Local support. Current, 1965-66.

In this study audio-visual materials, especially films and filmstrips, are used whenever they can be. The investigation is concerned with the general increases in school achievement, but emphasis is being placed upon the increase in reading and language achievement.

Elementary and Secondary

A sequential English language arts curriculum in linguistics, logic, semantics, rhetoric, composition, and literary analysis and criticism for grades K-12.

State Department of Public Education, Madison. English-Language Arts Curriculum Center. Robert Pooley, Leonard Kosinski. USOE and state support. May 1963-67.

This four year project has as its purpose that of establishing a curriculum study center to develop guidelines for a K-12 curriculum in the English language arts. This is a unique approach in that teachers from study groups throughout the state are involved through correspondence. In the third year, 1965-66, the emphasis is upon the English language, including grammar. The final year of the project, 1966-67, will be devoted to the verification of teachers's experiences with the temporary curriculum guidelines, final editing, and the publication of the recommended state-wide curriculum. One of the major guides on the teaching of the language arts has already been published, Teaching Literature in Wisconsin, the product of invitational workshops held at the state universities. Another will be published in January 1966.